

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University		Faculty responsible for the programme Faculty of Health and Social Sciences	
Apprenticeship Standard Enhanced Clinical Practitioner STO895		Assessment Plan STO895 Assessment Plan	
End Point Assessment type Non-integrated 1) Quality Improvement Proposal Report 2) Professional discussion underpinned by portfolio	Main training provider Bournemouth University	Approved sub-contractors N/A	
Apprenticeship model Non-integrated level 6 higher apprenticeship delivered with a BU level 6 Graduate Certificate.			
Final award(s), title(s) and credit Level 6- Graduate Certificate in Enhanced Clinical Practitioner (60 credits over three units)			
Intermediate award(s), title(s) and credits Nil			
UCAS Programme Code(s) (where applicable and if known) N/A	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. Not Available	LARS (Learning Aims Reference) code 631	
External reference points IfATE standards Enhanced clinical practitioner / Institute for Apprenticeships and Technical Education HEE summary of principles Testing accessibility document (skillsforhealth.org.uk) DoH Advanced Level Nursing Position Statement dh_121738.pdf (publishing.service.gov.uk)			
Professional, Statutory and Regulatory Body (PSRB) links No PSRB links to programme, though note IfATE requirements of commencement			
Locations of off-the-job training delivery Bournemouth Lansdown Campus Bournemouth Yeovil Remotely at learners' discretion Experiential learning organised between learner and clinical mentor			
Mode(s) of delivery Full time (apprenticeship)		Language of delivery English	
Typical duration PGT October start (18 months) PGT April start (18 months)			
Date of first intake October 2023		Expected start dates Up to three intakes per year commencing October 2023	
Maximum apprentice numbers 120 learners divided into a maximum of 40 learners per intake, over three intakes per year. Please note, this maximum figure is shared with the PG Cert Enhanced Clinical Practitioner programme.			
Partner(s) N/A		Partnership model N/A	

Programme Specification – Section 1

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Programme Specification – Section 1

PROGRAMME STRUCTURE

Programme Award and Title: Graduate Certificate in Enhanced Clinical Practitioner								
Level 6								
Learners are required to complete all units of the programme. No option units are linked to the programme. Please note Unit 3- Leadership and Change in Enhanced Practice will launch in year 1 but straddle into year 2								
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 1 Enhanced Assessment Skills for Clinical Practice	Core	20	Pass / Fail	Pass / Fail	100%	30	1.1	100246 100258
Unit 2 Clinical Reasoning and Decision Making in Enhanced Clinical Practice	Core	20			100%	30	1.0	100258 100270
Unit 3 Leadership and Change in Enhanced Clinical Practice	Core	20	100%		Pass / Fail	40	1.0	100088 100813
Exit qualification: Graduate Certificate in Enhanced Clinical Practitioner								
Please note, units with * are already approved and delivered by FHSS								
Though specific assessment of EPA will remain separate from programme assessment, successful completion of EPA portfolio will be a requirement of Unit 3. This is to ensure completion of apprenticeship process.								
Apprentices who successfully complete the End Point Assessment are eligible for the award of the apprenticeship, whether or not they pass the credit bearing units listed above. In this instance they will receive the award of the IfATE apprenticeship, but not the additionally added credit bearing qualification.								

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 analytical, innovative, and knowledgeable graduates, who:

- are able to work to an enhanced level of practice within a defined area of expertise
- can utilise enhanced assessment skill and clinical judgement within their specific field
- are able to manage a discreet aspect of a patients care; devising, actioning and evaluating complex care plans
- contribute effectively to the holistic journey of a patient through the wider healthcare setting, assuming an important role in the multi-disciplinary care offered
- contribute to the evolution of their clinical environment through education of themselves and others, supplying clinical leadership and effecting service improvement

The programme aligns with the Institute for Apprenticeships & Technical Education (IfATE) 'Enhanced Clinical Practitioner' apprenticeship (ST0895) approved for delivery in 2021. This programme both offers a development route for new and existing specialist practitioners, but also an opportunity for service providers to delineate between Enhanced and Advanced clinical practice. This also aligns with declared NHS workforce planning.

Enhanced Clinical Practitioner program is intended to be applicable and accessible to a diverse range of vocations. Examples of professionals in enhanced roles that would benefit from the programme include (but are not limited to) the following:

- Clinical professionals working with children and young people
- Clinical professionals working in the field of mental health
- Clinicians working with addiction and substance misuse services
- Clinicians working in an expanded role with people with learning disabilities
- Expanded roles in paramedical sciences
- Expanded roles in Primary care services
- Expanded roles in physiotherapy
- Expanded roles in pharmacology

The programme can be completed at both level 6 or level 7, reflecting the variable requirements of the target vocational environments. Successful completion of level 6 study can be awarded as Graduate Certificate in Enhanced Clinical Practitioner or may contribute credits to a BSc.

Graduates of the programme at level 6 will have a clear academic progression route to the existing MSc Advanced Clinical Practice Apprenticeship. This synergises well with BU fusion strategy and with declared intentions of DoH. Practitioners following this trajectory could include Advanced Clinical Practitioners, Nurse and Allied Health Practitioner Consultants and Specialist Interventionists. Please note, due to the flexible nature of emergent healthcare, these examples represent only a small selection of potential clinical advancement trajectories. For those learners choosing to pursue a managerial progression route, Bournemouth University's Senior Leadership Apprenticeship offers opportunities for advancement.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme is informed by and aligned with BU 2025 strategic plan and fusion agenda. Information about BU vision, values and strategic plan can be found here ([BU2025: our vision, values and strategic plan | Bournemouth University](#)).

Values

Striving to excel within a defined clinical field lies at the heart of the Enhanced Clinical Practitioner programme. Learners will be guided on how to achieve this and challenged to reach their potential. Sustaining this level of excellence after conclusion of the programme lies at the core of the syllabus. It is envisioned that graduates will become ambassadors for BU's commitment to supporting and sustaining clinical excellence

The Enhanced Practitioner programme focuses on giving learners a firm understanding of the assessment and diagnostic process. This knowledge can be employed to widely varying areas of speciality within healthcare. Sharing experiences of assessment and management of patients from the full spectrum of healthcare will form a cornerstone of the programme. The programme will be valuable to nurses and allied health professionals. Representing this diversity within the learning space will benefit all who contribute to the course.

Learners on the Enhanced Clinical Practitioner programme will be empowered to become agents of change within their clinical environment. They will explore topics of advocacy, leadership, and service improvement throughout the programme, becoming dynamic and effective experts within their clinical field.

The programme will focus on collaborate learning, encouraged through topical debate. In the clinical space and in the learning environment, learners will be challenged to consider their evolving role as educators and role-models.

Fusion Learning

The Enhanced Clinical Practitioner programme will be delivered in a dynamic fashion. Learners will be encouraged to share their personalised experience of enhanced practice and reflecting on how the experience of other learners influences their own practice. The learning environment will constitute a safe space to explore concepts of assessment, diagnostics, and clinical management. A portfolio of learning approaches will be utilised through employment of simulation, case review, sharing of experiences and planning for service improvement. Formative assessment will feature as a tool for insight throughout. Summative assessments will be linked to learning objectives in a transparent and applicable fashion.

The essential role of mentors in the clinical environment will be supported and empowered through the apprenticeship framework. Mentors and learners will be aided in applying theoretical concepts to the clinical space, with guidance available for clinical partners in maximising placement learning.

Strategic Goals

The Enhanced Clinical Practitioner programme will position mentors, learners and educators as partners in learning, with support for all parties to ensure effective collaboration. In this way, BU will be positioned well at the heart of an Enhanced Clinical Practice network, encouraging collaboration throughout the programme duration, this will contribute to promoting BU as a partner of choice for apprenticeship based clinical programmes in the region.

LEARNING HOURS AND ASSESSMENT

Apprentices 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, demonstrators/technicians and research apprentices.

Programme Specification - Section 2

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 and critical reflection and learning in practice). Learners attending the programme will be required to hold a permanent employment in an appropriate clinical area. This will be defined as an area able to support the learner with exposure to learning opportunities within a defined clinical field and are able to, with agreement by their employer, support the learner and nominated mentor in the learning process. The mentor may be clinician of appropriate knowledge and ability within the practice area. A qualification in mentorship or supervision would be desirable; active engagement with the learner in their practice learning throughout the programme is a required element of the programme.

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. In order to capture the range of skills required of an Enhanced Clinical Practitioner, alternative assessment methods will be also employed, both in formative and summative assessment. Where employed these will be relative and reflective of taught content. These will include Observed Structured Clinical Examination (OSCE), case study presentation and pitch-and-sell. Each alternate examination structure will conform with equivalency to written examination.

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.

Knowledge	Off-the-job training	Programme ILOs	On-the-job training
Tools and techniques used to systematically search, select and present evidence	Unit 1- Enhanced Assessment Skills for Clinical Practice 40% Unit 3- Leadership and Change in Enhanced Clinical Practice 40%	A5, A7, A8 B1 C5 D4, D5, D7	20%
Techniques to critically appraise evidence such as local and national quality standards and frameworks and ways to relate this to own practice	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40% Unit 3- Leadership and Change in Enhanced Clinical Practice 30%	A5, A7, A8 B1 C5 D4, D5, D7	30%
Requirements of their on-going professional registration and code of conduct in relation to their scope of practice such as when and how to escalate or refer in line with defined scope of practice	Unit 1- Enhanced Assessment Skills for Clinical Practice 40%	A2, A7, A8 B4, B5 C6, C7 D3, D5, D6	60%
How to appraise the relevance of available tools and techniques to the clinical situation and own scope of practice	Unit 1- Enhanced Assessment Skills for Clinical Practice 30% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 30%	A5, A7, A8 B1 C5 D4, D5, D7	40%
Legislation, clinical frameworks, contemporaneous evidence-based practice guidelines, outcomes from clinical audit and algorithms to support decision making	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40% Unit 3- Leadership and Change in Enhanced Clinical Practice 30%	A4, A7, A8 B4, B5 C5, C7 D5, D6	30%
Anatomy and physiology and pathophysiology to support complex holistic patient assessment including the underlying psychological, social and long-term impact of illness	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	40%

Knowledge	Off-the-job training	Programme ILOs	On-the-job training
Tools and techniques to critically evaluate clinical information to inform decision making and care management planning	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 50%	A5, A7, A8 B1 C5 D5, D7	50%
Underpinning anatomy and complex applied physiology, disease, toxicities, treatments and interventions which guide the selection of specialist diagnostics	Unit 1- Enhanced Assessment Skills for Clinical Practice 40% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 20%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	40%
Methods to support complex intervention decision making aligned to national and international guidelines	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40%	A5, A7, A8 B1 C5 D4, D5, D7	40%
Principles and theories of co-production, health coaching, peer support and self-management used to build knowledge, skills and confidence to enable patient self-management	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40% Unit 3- Leadership and Change in Enhanced Clinical Practice 30%	A2, A4, A5, A6 B2, B4, B6 C2, C3 D1, D2, D4	30%
Diverse sources of information and evidence to underpin decision making and techniques to interpret and assimilate a diverse range of information and evidence	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	40%
Principles and theories of coaching used in supporting others in complex clinical decision making and care delivery	Unit 3- Leadership and Change in Enhanced Clinical Practice 40%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	60%
Principles and theories of leadership and role modelling	Unit 3- Leadership and Change in Enhanced Clinical Practice 75%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	25%
Tools and procedures for conducting a training needs analysis	Unit 3- Leadership and Change in Enhanced Clinical Practice 75%	A7 B4, B5 C4, C5, C7 D3, D5, D6, D7	25%
Teaching, learning and assessment theories, techniques, innovations and models relevant to the educational activity	Unit 3- Leadership and Change in Enhanced Clinical Practice 75%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	25%

Knowledge	Off-the-job training	Programme ILOs	On-the-job training
including ways to facilitate a positive learning environment			
Models, tools and frameworks for receiving and providing constructive feedback	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 3- Leadership and Change in Enhanced Clinical Practice 40%	A7 B4, B5 C4, C5, C7 D3, D5, D6, D7	40%
Principles of different communication strategies and theories, communication modes (written, digital, verbal, non-verbal) and clinical communication tools	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40%	A5, A7, A8 B1 C5 D4, D5, D7	60%
Models and theories for negotiating and mediating, such as de-escalation and diffusing strategies	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 60%	A2, A4, A5, A6 B2, B4, B6 C2, C3 D1, D2, D4	40%
Communication strategies and tools used to share complex information with different audiences and individuals	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 20% Unit 3- Leadership and Change in Enhanced Clinical Practice 30%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	30%
Principles of change management and co-production to support clinical innovation in the workplace	Unit 3- Leadership and Change in Enhanced Clinical Practice 60%	A7, A8 B4, B5, B6 C5, C6, C7 D5, D6, D7	40%
Local and national approaches and planning processes to support quality improvement	Unit 3- Leadership and Change in Enhanced Clinical Practice 75%	A7, A8 B4, B5, B6 C5, C6, C7 D5, D6, D7	25%
Service evaluation, research and audit techniques to support quality improvement processes within area of enhanced clinical practice	Unit 3- Leadership and Change in Enhanced Clinical Practice 70%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	30%
The role and impact of reflection in improving clinical practice and best-practice methods for clinical supervision	Unit 1- Enhanced Assessment Skills for Clinical Practice 20%	A2, A7, A8 B4, B5 C6, C7 D3, D5, D6	80%

Knowledge	Off-the-job training	Programme ILOs	On-the-job training
Signs and pathophysiology of deterioration or distress in mental, physical, cognitive and behavioural health in own scope of practice	Unit 1- Enhanced Assessment Skills for Clinical Practice 30% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 30%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	40%
Protocols and systems used to plan, prioritise and direct resources within area of enhanced clinical practice and how to escalate to and engage others when working at the boundaries of scope of practice	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40%	A5, A7, A8 B1 C5 D4, D5, D7	40%
Evidence-based strategies to manage clinical risk in enhanced clinical practice	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 50%	A5, A7, A8 B1 C5 D4, D5, D7	50%
Principles of psychological well-being, the importance of maintaining own and others well-being and counselling techniques used within own scope of practice	Unit 3- Leadership and Change in Enhanced Clinical Practice 20%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	80%
Employer policy and procedures for resource management and reporting	Unit 3- Leadership and Change in Enhanced Clinical Practice 70%	A7, A8 B4, B5, B6 C5, C6, C7 D5, D6, D7	30%
Strategies to plan and prioritise resources and manage immediate and longer-term service requirements	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 20% Unit 3- Leadership and Change in Enhanced Clinical Practice 30%	A7, A8 B4, B5, B6 C5, C6, C7 D5, D6, D7	50%
Local, regional, and national strategic priorities for patient populations within area of specialist practice	Unit 3- Leadership and Change in Enhanced Clinical Practice 50%	A7, A8 B4, B5, B6 C3, C4, C5, C6, C7 D3, D5, D6, D7	50%
Principles of mentoring and preceptorship and how these differ from counselling, coaching and teaching	Unit 3- Leadership and Change in Enhanced Clinical Practice 30%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	70%
Local appraisal policy and systems and own responsibility in relation to appraisal of others	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 10%	A2, A7, A8 B4, B5 C6, C7 D3, D5, D6	60%

Knowledge	Off-the-job training	Programme ILOs	On-the-job training
	Unit 3- Leadership and Change in Enhanced Clinical Practice 30%		

Skills	Off-the-job training	Programme ILOs	On-the-job training
Conduct systematic literature searches to source evidence to inform enhanced clinical practice	Unit 1- Enhanced Assessment Skills for Clinical Practice 40% Unit 3- Leadership and Change in Enhanced Clinical Practice 40%	A5, A7, A8 B1 C5 D4, D5, D7	20%
Critically appraise evidence and use findings to plan and provide enhanced patient-centred clinical care	Unit 1- Enhanced Assessment Skills for Clinical Practice 30% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	30%
Provide enhanced clinical care in line with professional registration, code of conduct and defined scope of practice, being responsible and accountable for own decisions, actions and omissions	Unit 1- Enhanced Assessment Skills for Clinical Practice 10% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40%	A2, A7, A8 B4, B5 C6, C7 D3, D5, D6	50%
Select available tools, technologies and techniques needed to perform complex and holistic assessments	Unit 1- Enhanced Assessment Skills for Clinical Practice 50%	A2, A4, A5, A6 B2, B4, B6 C2, C3 D1, D2, D4	50%
Assimilate, synthesise and apply complex information to promote and advocate best interests of others, upholding the principles of safeguarding and evidence-based practice	Unit 1- Enhanced Assessment Skills for Clinical Practice 10% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40%	A2, A4, A5, A6, A7, A8 B2, B4, B6 C2, C3 D1, D2, D4	50%
Undertake holistic patient-centred assessments using available tools, technologies and techniques	Unit 1- Enhanced Assessment Skills for Clinical Practice 30% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 30%	A2, A4, A5, A6 B2, B4, B6 C2, C3 D1, D2, D4	40%
Analyse the data arising from the assessment process to inform clinical decision-making	Unit 1- Enhanced Assessment Skills for Clinical Practice 20%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	50%

Skills	Off-the-job training	Programme ILOs	On-the-job training
	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 30%		
Identify, request and interpret specialist diagnostics within own scope of practice to inform the delivery and management of specialist care for patients and families	Unit 1- Enhanced Assessment Skills for Clinical Practice 30% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 30%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	40%
Develop, implement and evaluate an enhanced care management plan which may include interventions and referral to other members of the multidisciplinary team or other agencies	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 50%	A2, A4, A5, A6 B2, B4, B6 C2, C3 D1, D2, D4	50%
Prepare and support patients and families to manage their own health and care as independently as possible	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40% Unit 3- Leadership and Change in Enhanced Clinical Practice 10%	A2, A4, A5, A6 B2, B4, B6 C2, C3 D1, D2, D4	50%
Interpret, assimilate and draw conclusions using diverse sources of information and evidence to inform clinical reasoning	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 50%	A5, A7, A8 B1 C5 D4, D5, D7	50%
Direct others to sources of information and evidence, coaching and supporting them in applying information and evidence in complex clinical decision making	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40% Unit 3- Leadership and Change in Enhanced Clinical Practice 10%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	50%
Provide leadership within scope of own role and positive role-modelling for others in the multidisciplinary team	Unit 3- Leadership and Change in Enhanced Clinical Practice 50%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	50%
Identify training and education needs of others in the workplace	Unit 3- Leadership and Change in Enhanced Clinical Practice 40%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	60%
Plan and facilitate the delivery of practice-based education, training and assessment activities	Unit 3- Leadership and Change in Enhanced Clinical Practice 40%	A2, A7, A8 B4, B5 C6, C7 D3, D5, D6	60%

Skills	Off-the-job training	Programme ILOs	On-the-job training
Evaluate the effectiveness of training and education activities	Unit 3- Leadership and Change in Enhanced Clinical Practice 40%	A2, A7, A8 B4, B5 C6, C7 D3, D5, D6	60%
Use communication strategies suitable for a variety of situations including sensitive and distressing topics	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40% Unit 3- Leadership and Change in Enhanced Clinical Practice 20%	A2, A4, A5, A6 B2, B4, B6 C2, C3 D1, D2, D4	40%
Use strategies to manage conflict and challenge	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 30% Unit 3- Leadership and Change in Enhanced Clinical Practice 20%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	50%
Discuss complex information with patients, their families, the multi-disciplinary team and other agencies	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 50%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	50%
Challenge ineffective systems and processes and support others to identify the need for change within their area of enhanced clinical practice	Unit 3- Leadership and Change in Enhanced Clinical Practice 50%	A7, A8 B4, B5, B6 C5, C6, C7 D5, D6, D7	50%
Contribute to quality improvement plans and strategies to support a culture of continuous quality improvement within area of enhanced clinical practice	Unit 3- Leadership and Change in Enhanced Clinical Practice 70%	A7, A8 B4, B5, B6 C5, C6, C7 D5, D6, D7	30%
Participate in quality improvement activities, such as audit, service evaluations and research projects within area of enhanced clinical practice	Unit 3- Leadership and Change in Enhanced Clinical Practice 60%	A7, A8 B4, B5, B6 C5, C6, C7 D5, D6, D7	40%
Reflect on own and others' practice using clinical supervision processes	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 30%	A2, A7, A8 B4, B5 C6, C7 D3, D5, D6	50%
Identify and act on evidence of unexpected change or patient deterioration within own scope of practice	Unit 1- Enhanced Assessment Skills for Clinical Practice 20%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	50%

Skills	Off-the-job training	Programme ILOs	On-the-job training
	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 30%		
Manage self and others in unpredictable and complex environments, instigating clinical interventions where protocols may not be available	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 30%	A1, A3, A4, A6 B1, B2, B3, B6 C1, C2, C3, C4 D1, D2	50%
Identify and manage risk to patient safety and others in an unpredictable and complex environment	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 50%	A5, A7, A8 B1 C5 D4, D5, D7	50%
Counsel patients, family, carers and others to manage psychological well-being of self and others	Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 40%	A2, A4, A5, A6 B2, B4, B6 C2, C3 D1, D2, D4	60%
Contribute to efficient resource management within the workplace	Unit 3- Leadership and Change in Enhanced Clinical Practice 50%	A7, A8 B4, B5, B6 C5, C6, C7 D5, D6, D7	50%
Plan, prioritise and deliver enhanced clinical care within a defined resource	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 20%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	60%
Contribute to the drafting of business cases or project proposals	Unit 3- Leadership and Change in Enhanced Clinical Practice 80%	A7, A8 B4, B5, B6 C5, C6, C7 D5, D6, D7	20%
Provide mentorship, opportunity for peer-learning and constructive feedback to guide, support, motivate and develop others in the multidisciplinary team	Unit 3- Leadership and Change in Enhanced Clinical Practice 50%	A7, A8 B4, B5, B6 C5, C6, C7 D5, D6, D7	50%
Contribute to the appraisal of individuals in the multidisciplinary team	Unit 3- Leadership and Change in Enhanced Clinical Practice 50%	A2, A7, A8 B4, B5 C6, C7 D3, D5, D6	50%

Behaviours	Off-the-job training	Programme ILOs	On-the-job training
Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 20% Unit 3- Leadership and Change in Enhanced Clinical Practice 20%	A2, A4, A5, A6 B2, B4, B6 C2, C3 D1, D2, D4	40%
Show respect and empathy for those you work with	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 20% Unit 3- Leadership and Change in Enhanced Clinical Practice 20%	A2, A7, A8 B4, B5 C6, C7 D3, D5, D6	40%
Be adaptable, reliable and consistent	Unit 1- Enhanced Assessment Skills for Clinical Practice 20% Unit 2- Clinical Reasoning and Decision Making in Enhanced Clinical Practice 20% Unit 3- Leadership and Change in Enhanced Clinical Practice 20%	A7 B4, B5 C3, C4, C5, C7 D3, D5, D6, D7	40%

ENGLISH, MATHS AND BRITISH VALUES

Unit	English	Maths	British values
Enhanced Assessment in Clinical Practice	Introduction to use of clinically focused language in descriptors of conditions and symptoms. Introduction to the relation between language and accuracy in definition and communication	Use of clinical scoring tools in the categorisation of patient condition or disease severity	Exploration of diverse baseline of health in the general population and accommodation of this to ensure equal access to reliable health assessment
Clinical Reasoning and Decision Making in Enhanced Clinical Practice	Discussion of the need to translate language to ensure understanding of complicated concepts by patients. Further exploration of communication methods to avoid error	Use of different values in the examination of clinical data and its application to the diagnostic process	Exploration of the concept of autonomy and personal agency in therapeutic direction
Leadership and Change in Enhanced Clinical Practice	Exploring the role of language in the motivation of individuals and organisations to elicit change. The use of language in building a compelling argument	Exploring the role of resource management, including time and budget, in rationalising change in the clinical environment	Discussing how to design service provision to avoid disenfranchisement of client groups

SAFEGUARDING, PREVENT AND CAREERS SUPPORT

Unit	Safeguarding	Prevent	Careers support
Enhanced Assessment in Clinical Practice	Safeguarding as a foundational concept is introduced as part of assessing mental wellbeing. Concepts of categorising and acting on data that informs a patient's state of wellness are taught	N/A	Taught content is contextualised in the sense of the new opportunities and risks that are available to them through autonomous assessment. Career development is supported with access sessions from CareersBU
Clinical Reasoning and Decision Making in Enhanced Clinical Practice	An emphasis is placed on concepts of holistic therapeutic response and patient-centred care in clinical consultation. Active listening and patient advocacy are central to the clinical reasoning model being taught	As part of accurate history taking, learners will explore biases in themselves and their patients, and how to act in the patients' interest and when there is a responsibility to the community	Consideration is paid to the weight of responsibility that comes with becoming an independent diagnostician and director of therapy. Content is explored in how to ensure safety while improving diagnostic and therapeutic ability. Career development is supported with access sessions from CareersBU
Leadership and Change in Enhanced Clinical Practice	Content considers subjects such as enfranchisement of patients in service improvement	N/A	Skills in regard to project management and managing change in the clinical environment are central to the unit. The applicability of this knowledge to future careers will be emphasised throughout. Career development is supported with access sessions from CareersBU

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.

Mapping KSB development in ECP is problematic due to the diverse nature of apprentices expected and their differing clinical environments. This is recognised in the Apprenticeship Standard. The following should only be considered a suggested indicator and not specific milestones.

Year 1

Month	Week1	Week 2	Week 3	Week 4
1				
2				
3		K4, K5, K6, S4, S5, S6		
4			K1, K2, K3, S1, S2, S3	
5				K7, K8, K10, K11, S7, S8, S9, S10, S11
6				
7	K24, K25, K26, S24, S25, S26			
8		K17, K18, K19, K27, S17, S18, S19, S27		
9				
10				K20, K21, K22, S20, S21, S22
11				
12	K14, K15, K16, S14, S15, S16			

Year 2

Month	Week1	Week 2	Week 3	Week 4
1		K28, K29, K30, S28, S29, S30		
2			K9, K12, K13, S12, S13	
3				K23, K31, K32, S23, S31, S32
4	B1, B2, B3			
5				
6				
7				
8				
9				
10				
11				
12				

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

INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for learners to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 Competence in patient assessment and consultation, within a defined scope of practice;</p> <p>A2 Contribution to MDT intervention in urgent or emergency situations within the clinical space;</p> <p>A3 Demonstrate an enhanced knowledge of anatomy and physiology within a defined scope of practice;</p> <p>A4 The role of the enhanced clinician in forming and delivering meaningful holistic plans of care and patient centred care;</p> <p>A5 Formation of ongoing treatment goals and alignment to evidence-based practice in the clinical space;</p> <p>A6 Empathy and the representation of patient choice within the diagnostic process;</p> <p>A7 Understanding of leadership and change management theory, promoting a culture of being an accountable professional;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 to A8); • seminars (A1, A4, A5, A6); • directed reading (A1, A2, A3, A7, A8); • use of the VLE (A1, A2, A3); • placement (A1 to A8); • workshops (A1, A3, A4, A5, A6); • asynchronous preparatory exercises (A1 to A8); • self-directed inquiry (A7, A8).
<p>A8 Understanding of service improvement within a defined scope of healthcare, and their role in its success.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • OSCE (A1, A2, A3); • coursework essay (A1, A2, A3, A7, A8); • case study (A4, A5, A6); • pitch-and-sell (A7, A8); • portfolio of work based learning (A1 to A8).
<p>B: Intellectual skills</p> <p>This programme provides opportunities for learners to:</p>	<p>The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the programme outcomes:</p>
<p>B1 Employ data in the diagnostic process;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>

<p>B2 Understand how to form a meaningful clinical management plan;</p> <p>B3 Understand and employ patient-centered care in condition management and intervention;</p> <p>B4 Understand the role of ECP as a role-model to the clinical team;</p> <p>B5 Engage in improvement initiatives in the clinical environment and contribute to developing a culture of excellence;</p> <p>B6 Contribute to the wider healthcare team in unpredictable and unplanned events, caring for the wellbeing of patients and participants.</p>	<ul style="list-style-type: none"> • lectures (B1 to B6); • seminars (B2, B3); • directed reading (B1 to B6); • use of the VLE (B5, B6); • workshops (B1, B2, B3, B4); • asynchronous preparatory exercises (B1 to B6); • placement (B1 to B6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • OSCE (B1); • coursework essay (B1, B2, B5, B6); • case study (B2, B3, B4, B6); • pitch-and-sell (B4, B5); • portfolio of work-based learning (B1 to B6).
<p>C: Practical skills</p> <p>This programme provides opportunities for learners to:</p>	<p>The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 Understand the role of different assessment methods in diagnostic reasoning;</p> <p>C2 Understand the role of clinical and management reasoning in building patient-centered relationships;</p> <p>C3 Contribute to the Multi-disciplinary team as part of coordinated clinical intervention;</p> <p>C4 Discern and employ different interventions dependent on clinical and situational need;</p> <p>C5 Contribute to an environment of expertise and evidence-based practice in the clinical space;</p> <p>C6 Demonstrate understanding of change management within a defined area of practice;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 to C7); • seminars (C2, C3); • asynchronous preparatory exercises (C1 to C7); • workshops (C1, C2, C3, C4); • use of the VLE (C1, C3, C4); • group exercises (C5, C6, C7).

<p>C7 Understanding the role of culture and organizational structure in managing change within the clinical space.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • OSCE (C1, C3, C4); • coursework essay (C1, C2, C4, C6); • case study (C2, C4, C5); • pitch-and-sell (C6, C7); • portfolio of work-based learning (C1 to C7).
<p>D: Transferable skills</p> <p>This programme provides opportunities for learners to:</p>	<p>The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 Understand the role of assessment in diagnostic reasoning;</p> <p>D2 Demonstrate patient advocacy in the role of Enhanced Clinical Practice;</p> <p>D3 Understand the role of continued professional development in Enhanced Clinical Practice;</p> <p>D4 Contribute to the planning, delivery, monitoring and evaluation of intervention care within a wider episode of care;</p> <p>D5 Contribute to and encourage a culture of improvement and education, acting as an expert resource within their organisation and other agencies</p> <p>D6 Engage in effective self-reflection in the evaluation and improvement of ability and impact within healthcare;</p> <p>D7 Define, implement, and complete successful management of change, with regard to employment and leadership of personnel.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 to D7); • seminars (D2, D4, D6); • workshops (D1, D2, D3, D4, D6); • asynchronous preparatory exercises (D1 to D7); • use of the VLE (D1, D3, D6); • directed reading (D1 to D7); • group work (D3, D4, D5, D7).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • OSCE (D1, D3, D4, D5); • coursework essay (D1, D3, D4, D7); • case study (D2 TO D6); • pitch-and-sell (D6, D7); • portfolio of work-based learning (D1 to D7).

Programme Skills Matrix

Units		Programme Intended Learning Outcomes																												
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	
Level 6	Enhanced Assessment Skills for Clinical Practice	■	■	■						■						■		■						■			■			
	Clinical Reasoning and Decision Making in Enhanced Clinical Practice		■		■	■	■				■	■	■				■	■	■	■	■				■	■	■	■		
	Leadership and Change in Enhanced Clinical Practice							■	■				■	■	■					■	■	■					■	■	■	

ADMISSION REGULATIONS

The admission regulations for this programme are contained in the University's **Admissions Policy: Apprenticeships**.

Bournemouth University Apprenticeship Board and Admissions Group are currently exploring a institutional approach to admission requirements for apprenticeships, so please be aware that the following is a proposal based on current understanding and may alter to align with future unified application criteria.

In order to commence on the programme, in line with modern Apprenticeship requirements, learners place of work must be in a stable clinical environment suitable to the requirements of the role and conducive to acting in the capacity of Enhanced Clinical Practice. They must also have a nominated mentor experienced in clinical assessment, diagnostics, and management. They must be willing to commit to the facilitation of work-based learning. Examples of appropriate mentor include, but are not limited to, Advanced Clinical Practitioner, Enhanced Clinical Practitioner or Specialist nurse/practitioner, though note this is not an exhaustive list. The mentor must be experienced and currently practicing within the same specialty that the learner intends to practice. If the mentor is changed during the course of the programme learners are required to consult programme lead to review proposed replacement mentor. The learner must also have agreement from their employer that they are willing to support their study throughout the length of the programme and any related End Point Assessment process. In addition to above apprenticeship requirements, learners must hold a professional registration with a recognised healthcare regulatory body.

Learners must also provide evidence of qualification at Level 2 in English and Maths to commence the programme. English and maths training cannot be counted towards off-the-job training hours, although can be funded as part of an apprenticeship. This is a requirement of commencement of End Point Assessment for the IfATE apprenticeship.

In addition, to commence study on the Enhanced Clinical Practice programme at level 6, learners must possess evidence of achievement at level 5 study in an appropriate healthcare field. This could include awards such as DipHE, foundation degree or Advanced Diploma.

When linked to an apprenticeship, learners must engage in an assessment of existing ability in relation to learning objectives identified by that related apprenticeship, referred to as KSBs (Knowledge, Skills and Behaviours). The learner must produce this as part of the application process and before admission to the programme. This initial skills assessment will form the basis of the ongoing skills scan which will be revisited regularly by tripartite members as the programme progresses. Learners commencing the programme with mastery of identified KSBs will have this represented in a proportionate reduction in fees. It is not possible to identify elements of directly delivered learning to excuse them from. Interconnection of KSBs mean that multiple competencies will be applied to each session and unit of study. Where learners already demonstrate mastery of a KSB, off-job training requirements will reflect this proportionately.

In regards to RPL credit allowances, this is impacted by the Apprenticeship Standard minimum length of study. The university standard processes will be applied in application of prior learning for one unit of study. RPL of two or more units would reduce length of study below the minimum prescribed length of one year and learners who exceed this volume of prior learning are therefore not eligible for the apprenticeship. Please note that assessment of RPEL and RPL will be conducted between programme leader and applicant separately. As prior learning may have been conducted without consideration to KSBs, it must not be assumed that RPL and RPEL are equivalent. In these cases, learners would receive guidance and education to achieve specific KSBs linked to RPL units where they are yet to achieve mastery.

PROGRESSION ROUTES

Graduates of the programme at level 6 would satisfy the academic requirements of application for the existing MSc Apprenticeship in Advanced Clinical Practice. This would allow continuation of study at

BU and satisfy DoH progression intentions for ECPs. This synergises well with BU fusion strategy. Additionally, this aligns with the progression route identified by IfATE.

In order 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 learners will be informed and supported by the faculty as early as possible.

Recognition arrangements provide formally approved entry or progression routes through which apprentices are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Postgraduate / Assessment Regulations.

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 the clinical space. The programme will be 68 weeks in length, learners working 30 hours per week or more who have no RPL of KSB will be expected to complete 380 hours of off-job training. Direct delivery of learning equates to 100 hours, with 280 hours attributed to self-directed study. This will include preparatory study for taught session and linked assessments. Additionally, it will be employed in learning towards application of KSBs in the clinical space, and curation of a portfolio of evidence required as part of the End Point Assessment process. Learners will be guided to satisfying this requirement through a multifocal approach. 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 named BUD. At defined milestones each learners logged hours will be compared to the expected amount by that point of the programme. Those learners not achieving this expected amount will be contacted and supported. A portfolio of exercises linked to preparation or follow-on from taught content will be curated, each with an expected amount of hours to complete. Templates for documenting and exploring experiential learning opportunities will be available to each learner Off-job training will be scrutinised by Tripartite at regular intervals. English and maths training cannot be counted towards off-the-job training hours, although can be funded as part of an apprenticeship.

Embedded throughout off-job training delivery will be British Values. These will be contextualised to delivered content or to application of self-undertaken learning exercises. Contextual features will demonstrate their relevance to indicative learning and the programme intent. By presenting them in a prominent fashion, it is intended that these values will have an expanded value when discussed in Tripartites, drawing a link between theory and practice.

Learners will be familiar with the concept of safeguarding and PREVENT through their clinical roles. Safeguarding will remain a prominent feature throughout the length of the programme. Learners will be made aware of support available to them through the University. All features of support available to the student body will be at their disposal. These resources will be clearly signposted and referred to by the faculty. In addition to these we will embed two taught sessions delivered by the student wellbeing and safeguarding team at BU to support apprentices understanding of safeguarding and prevent procedures as an apprentice, and how it might apply in their practice.

Session one will cover a basic awareness and understanding of Safeguarding in HE including the difference between Safeguarding and Wellbeing and how and when to escalate.

Safeguarding session two - brief recap of session one and then focus on risk perception and vicarious trauma. Sessions include references to clinical settings and how responses might differ.

Safeguarding as concept will feature in the delivered learning of each unit. Learners will be guided to reflect upon their role in safeguarding others and also guided to apply these concepts to themselves to empower them to engage with available services.

Learners will be introduced to End Point Assessment (EPA) intentions, and by association Gateway requirements, from the commencement of the programme. This will be revised at regular points during each unit to consider how learned concepts and achieved KSBs contribute to the EPA and how to apply them in preparation for the EPA following trigger of Gateway. EPA will also be discussed during Tripartites in order to ensure learners are best prepared for the assessment and how they can satisfy its requirements in their specific clinical field. They will be encouraged to gain support from their personal tutor and peers on application of learning to satisfy the assessment brief. Resources from the End Point Assessment Organisation (EPAO) will also be made available, through agreement with the EPAO, for learners to familiarise themselves with process and expectation.

CAREERS SUPPORT

Application of practical knowledge is a cornerstone principle in programme design in the Enhanced Clinical Practice programme. Apprentices will be encouraged at all times to implement skills learnt into their clinical practice and reflect on their effect. The concept of service development and career development are embedded principals in the third unit of study, where learners will be encouraged to consider their development after conclusion of the programme. In addition to these processes, CareerBU have committed to hosting workshops supporting career progression, which will be available to apprentices on the programme.

APPROVED SUB-CONTRACTORS

Not applicable.