



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:

Plymouth Marjon University

1.2 Teaching Institution:

Plymouth Marjon University

1.3 Locus of Delivery:

Plymouth Marjon University

1.4 Final Award Title:

PgCert Enhanced Clinical Practitioner

PgCert Enhanced Clinical Practitioner
(Physiological Sciences)

PgCert Enhanced Clinical Practitioner
(Physiotherapy)

PgCert Enhanced Clinical Practitioner
(Physiotherapy - Paediatrics)

PgCert Enhanced Clinical Practitioner
(Physiotherapy – Acute Care)

PgCert Enhanced Clinical Practitioner
(Physiotherapy - MSK)

PgCert Enhanced Clinical Practitioner
(Physiotherapy - Rehabilitation)

PgCert Enhanced Clinical Practitioner
(Occupational Therapy)

PgCert Enhanced Clinical Practitioner
(Diagnostic Radiography)

PgCert Enhanced Clinical Practitioner
(Diagnostic Radiography - Sonography)

PgCert Enhanced Clinical Practitioner
(Diagnostic Radiography - Mammography)

PgCert Enhanced Clinical Practitioner
(Diagnostic Radiography - Ultrasound)

PgCert Enhanced Clinical Practitioner
(Therapeutic Radiography)

PgCert Enhanced Clinical Practitioner
(Dietetics)

PgCert Enhanced Clinical Practitioner
(Operating Department Practitioners)

PgCert Enhanced Clinical Practitioner
(Operating Department Practitioners -
Surgical)

PgCert Enhanced Clinical Practitioner
(Operating Department Practitioners -
Anaesthetics)

PgCert Enhanced Clinical Practitioner
(Operating Department Practitioners –
Post-Anaesthetic Practice)

PgCert Enhanced Clinical Practitioner
(Paramedicine)

PgCert Enhanced Clinical Practitioner
(Speech and Language Therapy)

PgCert Enhanced Clinical Practitioner
(Podiatry)

PgCert Enhanced Clinical Practitioner
(Orthoptist)

PgCert Enhanced Clinical Practitioner
(Prosthetics and Orthotics)

PgCert Enhanced Clinical Practitioner
(Osteopathic Medicine)

PgCert Enhanced Clinical Practitioner
(Physiological Sciences)

PgCert Enhanced Clinical Practitioner
(Cardiology)

PgCert Enhanced Clinical Practitioner
(Respiratory Medicine)

PgCert Enhanced Clinical Practitioner (Sleep
Disorders)

PgCert Enhanced Clinical Practitioner
(Neurophysiology)

PgCert Enhanced Clinical Practitioner
(Audiological Science – Aural Rehabilitation)

PgCert Enhanced Clinical Practitioner
(Audiological Science – Vestibular
Assessment)

PgCert Enhanced Clinical Practitioner
(Audiological Sciences – Paediatric
Assessment)

PgCert Enhanced Clinical Practitioner
(Audiological Science – Tinnitus
Management)

PgCert Enhanced Clinical Practitioner
(Nursing)

PgCert Enhanced Clinical Practitioner
(Nursing – Primary Care)

PgCert Enhanced Clinical Practitioner
(Nursing – Emergency Department)

PgCert Enhanced Clinical Practitioner
(Nursing – Orthopaedics)

	PgCert Enhanced Clinical Practitioner (Nursing – Intensive Care Unit)
	PgCert Enhanced Clinical Practitioner (Nursing – Neonatal Intensive Care)
	PgCert Enhanced Clinical Practitioner (Nursing – Paediatrics)
	PgCert Enhanced Clinical Practitioner (Nursing – Mental Health)
	PgCert Enhanced Clinical Practitioner (Nursing – Learning Disability)
	PgCert Enhanced Clinical Practitioner (Nursing – Adult)
1.5 FHEQ Level:	7
1.6 Programme Title:	Enhanced Clinical Practitioner
1.7 Mode and Duration of Study:	Full Time – 13 months
1.8 School:	Health & Wellbeing
1.9 HECoS Code:	100260
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent. Level 2 Maths and English (GCSE grade 4/C or equivalent) No less than two years post registration experience with no less than six months experience in the relevant clinical speciality. Enhanced Clinical Practitioners must be registered with either one of the statutory healthcare regulators, Social Work England or with one of the following accredited voluntary registers: The Academy for Healthcare Science, Register of Clinical Technologists or Registration Council for Clinical Physiologists. (Please refer to the website for further details).
1.12 Accrediting Professional Body/PSRB:	N/A
1.13 QAA Subject Benchmarking Group(s):	N/A
1.14 Other External Points of Reference:	Health Education England Multi- professional framework for advanced clinical practice in England QAA Master’s Degree Characteristic Statement (2020)

	QAA Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021)
	The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales, and Northern Ireland (FHEQ)
	UK Professional Standards Framework (UKPSF)
	English
1.15 Language of Study (for learning, teaching and assessment):	
1.16 Work-Based Learning Arrangements:	Apprentices will need to be employed with access to the relevant area of clinical practice with support of their organisation on their enhancing role.
1.17 Arrangements for Distance Learning:	N/A
1.18 Original Date of Production:	April 2022
1.19 Date of Commencement:	February 2023
1.20 Review Date:	By December 2028

2. Programme Outline

The Enhanced Clinical Practice (ECP) provides the opportunity for apprentices to engage in a critical exploration of the Advanced Practice agenda in healthcare practice with particular emphasis on leadership skills coupled with modules designed to facilitate knowledge and skills in relation to assessment/examination skills, clinical reasoning, and decision-making.

This multi-professional programme of study is aimed at practitioners aspiring to develop and work at an enhanced level of practice. It will equip apprentices with the knowledge, skills and professional behaviours, values and attitudes to work at an enhanced clinical level, exercise autonomy and decision-making in the context of complexity, uncertainty and varying levels of risk with accountability for the decisions made. Apprentices will have the opportunity to study in an interdisciplinary environment which will provide a more holistic approach to their clinical skills.

Apprentices undertaking the programme will be expected to be working at an enhanced level of practice with specific knowledge and skills in a field of expertise. Apprentices will be expected to manage a discrete aspect of a patient's care within their current level of practice, which will be particular to a specific context, be it a client group, a skill set or an organisational context. This contrasts with Advanced Clinical Practitioners (ACP) who have developed their knowledge and skills to an advanced level of practice and would manage the whole episode of a patient's clinical care, from the time they first present, through to the end of the episode. On completion of the Enhanced Clinical Practitioner (ECP) programme, apprentices may look to progress their studies by the Advanced Clinical practitioner, dependent on the nature of their role and organisational context.

2.1 Integrating Sustainability into the Curriculum

The programme team are responsible for embedding sustainability into the curriculum by considering the future impact of the lives of all apprentices who pass through the programme. For example, we will reduce our impact on the environment through the use of e-learning, e-submission and e-books. We will promote apprentice wellbeing and develop resilience, in the self and others. This will be implemented through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity. The team also works alongside other university-wide agendas such as employability and learner engagement to embed these concepts more widely.

Higher Education is recognised as an important ground for application of sustainability skills. The team use a range of pedagogical approaches to bring these elements into the learning environment: real-world case studies, data-based learning and project-based learning are used to develop systemic thinking and analysis. There is an emphasis on participatory learning through peer and group learning opportunities.

3. Distinctive Features

Plymouth Marjon University is currently one of only twelve Higher Education Institutes within England who are approved, following a rigorous tendering process, to deliver the Enhanced Clinical Practitioner Degree Level Apprenticeship on the national framework. Enhanced Clinical Practitioners or ECPs, are advanced practitioners with many years of clinical practice, who work beyond the recognised scope of their field of practice. Rising healthcare costs, an increasing general practitioner shortage and an aging population have made healthcare organisation transformation a priority. To meet these challenges, traditional roles of non-medical members have been required to be reconsidered. In response to this, PMU have created a unique and inclusive programme structure which unlike other HEI's on the framework, supports individuals from not only nursing and allied health professions to extend their scope of practice through this formal and nationally recognised qualification but also incorporates three additional pathways, which include the healthcare sciences, public health and preceptorship. By introducing this new 'Extended Scope' role, healthcare providers aim to increase patient satisfaction and improve access to care with comparable or better quality and efficacy, offering services to patients, as key providers in these new redistributed roles, providing patients with a thorough assessment, with the goal of empowering patients to take control of their conditions.

The ECP role will typically involve autonomous practice and cross-boundary practice opportunities, enhancing clinical effectiveness and creating a positive impact upon healthcare economies and patient perception. ECP's will demonstrate enhanced performance working in current healthcare delivery models; reducing the number of diagnostic modalities, and are more likely to discharge patients' home, complete patient care encounters without further healthcare utilisation and demonstrate increased patient satisfaction compared to traditional care delivery models. Their additional education provides an extended scope of autonomous practice, allowing them to adequately manage complex undifferentiated or minor presentations.

The programme offers the opportunity for the health and care sector to celebrate the diverse but distinct pathways that support the patient journey across the integrated care system. Pathways are supported across the nursing, allied health professions and diagnostic workforce, with the Practice Based Learning Module, ECPM02 Enhancing Practice offering the opportunity for specialism through the individualised electronic Practice Assessment Document (ePAD) which supports the Practice Portfolio. Although core competencies exist across the domains of the ePAD, the individual service areas have the opportunity to co-design competency frameworks directly related to both the profession and the localised area of practice. This would then align the apprentice to a specified named pathway within the award title. Where, as an example there may be two physiological scientists on programme with a neurosensory foundation from the same service area, they may have two entirely different intended outcomes, one following a vestibular diagnostic pathway and the other following cochlear implantation. The programme offers the opportunity for distinct individualised pathways to extend the scope of individual practice but to ultimately offer training and development opportunities to meet the scope of practice in line with agenda for change progression opportunities. The programme is delivered entirely online, promoting inclusivity to all service areas eligible to access the national framework. The programme is offered in an asynchronous fashion, offering apprentices and employers the flexibility in the commitment to the format of the off the job component, which ultimately supports operational demands, promoting Plymouth Marjon's reputation for flexibility and as employer driven. There is the opportunity for connection through specialist profession specific tutorials as well as through the facilitation provided by lecturers through the informal, formative opportunities on the academic discussion forum.

The practice-based learning module is co-designed with employer learning partners to ensure that the competence development requirements deliver the intended workforce who can truly provide appropriate healthcare for the variety of patients they interact with, promoting the provision of the future 'flexible' workforce. As a mechanism to ensure maintenance of high practice standards by each individual practitioner, they are assigned both a practice and academic assessor, in order to support clinical supervision, practice support, mentorship, appraisal of practice, and this ensures robust development plans exist for each apprentice. The design of the theoretical modules to incorporate clinical decision making and the provision of effective clinical leadership is aligned to the Department of Health priorities which identifies both themes as areas for development to enhance patient care and healthcare efficiency. Leadership and team involvement are imperative to develop and reach consensus on new models of care.

Apprentices will benefit from profession specific expertise and support through regular personal and group tutorials which act as to support individuals within the context of their own field of profession but also to promote and enhance their learning community. This form of personalised learning will enable apprentices to access highly personalised support through close apprentice -tutor interactions to discuss ideas, concepts and debates that are related to the programme or topic of study.

The enhanced clinical practitioner apprenticeship can form part of a career framework that can progress onto advanced practice roles. Apprentices who successfully complete the Enhanced Clinical Practitioner Apprenticeship and who hold and maintain a current registration with one of the statutory regulators of the health and care professions, are eligible for progression onto the Advanced Clinical Practitioner Apprenticeship.

4. Programme Aims

The aims of the programme are to:

- To enable apprentices to engage in critical debate of issues relevant to the roles and responsibilities within advanced professional practice and respond to them appropriately.
- To enable apprentices to critically evaluate personal and professional development needs in relation to advanced professional practice and implement appropriate responses.
- To develop an individual who can act as a role model and an educator to initiate change and management development opportunities within the clinical setting

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. The ability to select and apply advanced principles, concepts, theoretical frameworks and approaches to critically engage with, and appraise the national and international political agendas for the Enhanced Clinical Practitioner role in enabling holistic, therapeutic, and complex clinical care within their scope of practice
2. Leadership and continuing professional development for advanced practice in the multi-professional team through advanced problem-solving strategies, methods and techniques to define and critically evaluate specialist information and data in relation to the wider socio-economic impacts; digital health perspectives; health literacy and empowerment
3. The ability to systematically synthesise advanced and specialist information and ideas to critically assess own learning needs, formulating and negotiating an innovative personal development plan to address strategic opportunities and the breadth of ongoing professional development across the four pillars of advanced clinical practice
4. The ability to systematically critically analyse and evaluate participation in multi-disciplinary service and team evaluation, using effective and advanced methodologies to explain and support the impact of enhanced clinical practice on service function and effectiveness, and quality

Intellectual skills:

By the end of this programme students should be able to demonstrate:

5. The ability to select and apply advanced principles, concepts, theoretical frameworks and approaches to critically develop clinical practice in the context of existing discourses and methodologies and changing population health need, engaging in horizon scanning for future developments

6. Advanced problem-solving strategies, methods and techniques to define and critically evaluate specialist information and data in relation to providing enhanced clinical expertise in appropriate facilitative ways, including consultancy across professional and service boundaries, influencing clinical practice to enhance quality, reducing unwarranted variation and promoting the sharing and adoption of best practice.
7. The ability to systematically synthesise advanced and specialist information and ideas and apply to decision-making skills and clinical reasoning when managing patients with predictable and unpredictable complex needs, to ensure evidence-based judgements and / or diagnoses.
8. The ability to systematically and critically analyse and evaluate the outcome of relevant research, evaluation, and audit, using effective and advanced methodologies to explain and support application to clinical practice.

Practical skills:

By the end of this programme students should be able to demonstrate:

9. Advanced awareness of ethical and professional values and codes of conduct to personal and strategic decisions, actions, responsibilities and dilemmas, whilst working proactively with others to suggest and advocate appropriate solutions in unpredictably complex contexts, in relation to autonomy and the limits of own competence and professional scope of practice.
10. The ability to design and develop advanced specialist projects and/or activities in response to changing health needs and wishes, to strategically enhance patient learning, empowering them to make decisions about their care, health and wellbeing
11. Responsibility for leading the systematic and critical evaluation of own and other's capabilities, performance and development, to evaluate professional practice through self-awareness, emotional intelligence and openness to change, applying strategic management approaches to address own learning needs
12. Systematic organisation and communication of advanced information, using criteria developed for specialist audiences in unpredictable complex contexts, to support people in making decisions, planning care or seeking to make positive changes, using Health Education England's framework to promote person-centred approaches in health and care

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

13. Systematic organisation and communication of advanced information, through professional leadership, supervision, role modelling and mentoring in situations that are complex and unpredictable and instil confidence in others by displaying clinical credibility and the ability to work across boundaries to promote person-centred care
14. The ability to systematically apply advanced awareness of ethical and professional values and codes of conduct to personal and strategic decisions, actions, responsibilities and dilemmas, whilst working proactively with others to suggest and advocate appropriate solutions in unpredictably complex contexts, in relation to scope of practice and accountability at an advanced level of clinical practice.
15. Advanced interpersonal, team and networking skills to strategically enhance team performance in unpredictably complex contexts and contribute to specialist professional communities through an agreed scope of practice within legal, ethical,

professional, and organisational policies, governance, and procedures, with a focus on managing risk and upholding safety

16. Responsibility for leading the systematic and critical evaluation of own and others' capabilities, performance and development, to act as a role model, educator, supervisor, coach, and mentor, seeking to instil and develop the confidence of others by applying strategic management approaches
17. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts.

6. Learning and Teaching Methods

The programme aligns to the Learning and Teaching Strategy 2020 – 2025 for Plymouth Marjon University with the overall vision “to inspire creative and engaging learning environments, to embrace the holistic development of those within the University community and to deliver an authenticity of experience to empower self-realisation”. The University values are at the heart of all learning and teaching:

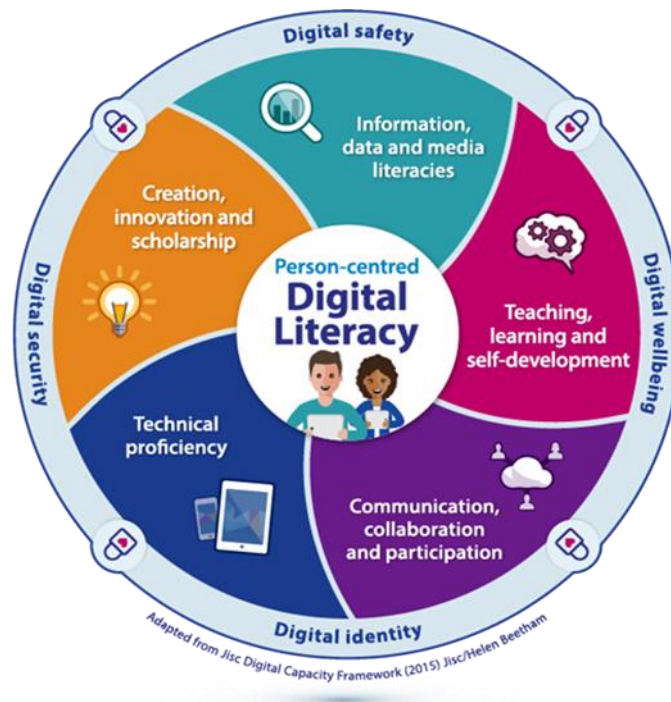
The key principles which underpin the strategy include:

- a. Holistic and pedagogical approaches
- b. Flexible and engaging learning environments
- c. Personal and career development
- d. Creative learning communities
- e. Authentic curriculum and assessment design

Self-directed distance learning will be supported by apprentice -stimulated discussion based on clinically rich case scenarios across the multi-disciplinary areas. Apprentices will have a professional practice portfolio to help consider how learning on the programme can be translated into everyday work and practice.

Apprentices will be supported via regular tutorials with a member of the programme team aligned to their specialist clinical area, to support them with the enhancement of their clinical knowledge and skills.

Digital Literacy: The design of the programme and use of multiple digital platforms and technologies, supports the NHS A Health and Care Digital Capabilities Framework (2018) which defines digital literacy as “the capabilities that fit someone for living, learning, working, participating and thriving in a digital society” (HEE, 2017). This is integrated across all modules and in practice placements and apprentices are supported to develop these skills. Upon entry to the programme, apprentices will complete a diagnostic assessment in Digital Literacy to identify their current level of proficiency and to ascertain if further support is required. This is provided by the Digital Literacy skills are fundamental to academic success and future use of technology and impacts on ability to perform electronic documentation, to communicate, collaborate and search for information to support evidence-based practice (Harerimana, 2022).



The Digital Capacity Framework (Beetham 2015)

Literacy: The design of the programme supports continual development of literacy skills through listening, reading, speaking and writing skills and underpins development of effective communication and relationship management skills. Apprentices will complete diagnostic assessment on entry to the programme to ascertain current level of working and if additional help is required. Apprentices will be encouraged to submit drafts and respond to feedback to continually improve academic work and will develop additional literacy skills through a range of activities and assessments.

Numeracy: The design of the programme supports continued development of numeracy skills through developing mathematic proficiency, understanding the number system and reviewing various units of measurement as well as collecting, presenting and interpreting data. Apprentices will complete diagnostic assessment on entry to the programme to ascertain current level of working and if additional help is required. Apprentices will engage in practical sessions included within each module to develop awareness of the use of numeracy in healthcare practice and its significance, developing confidence and competence in preparation for their Drug Calculation assessment.

Technology Skills: Where applicable, apprentices will have the opportunity to develop their technology skills in clinical practice. Apprentices will be able to handle equipment and learn to apply correctly and engage in professional discussions around interpreting clinical data and when to refer to a senior member of the wider interprofessional team.

Safeguarding, the Prevent Duty and the Equality Act 2010 for Enhanced Clinical Practitioners

The programme will provide apprentices with information for safeguarding (not limited to children and at-risk adults) and the prevent duty, for them as individuals, and their 'people

who use services', and for their time at Plymouth Marjon University, in the workplace or on placement, and, where appropriate, outside of study and work.

Health and social care providers (e.g., NHS Trusts) have specific requirements to fulfil under the Prevent duty. The Prevent duty's scope includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics as set out in the Equality Act. Effective learning and work takes place in the practice based learning environment, during lectures and seminars, as well as in simulation and workshops, where there is tolerance and mutual respect for different faiths and beliefs as well as respect for people with protected characteristics.

Apprentices at Plymouth Marjon University will be actively aware of the need to ensure that no individual in the protected group is discriminated against during university study days and in the practice-based learning setting. The protected characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Race
- Pregnancy and Maternity
- Religion or Belief
- Sex
- Sexual Orientation

British Values and the Equality Act 2010

The curriculum includes the Prevent strategy's requirement for the need to focus and reinforce British Values. Throughout the programme, apprentices will also be required to learn and demonstrate the knowledge, skills and behaviours of British values. This is to ensure that apprentices understand the importance of mutual respect and that studies fully prepare apprentices for life in modern Britain. In 2014 the government set out the basic definitions of British Values as follows:

- Democracy - An understanding of how citizens can influence decision-making through a democratic process
- The rule of law - An appreciation that living under the rule of law protects individual citizens is essential for their wellbeing and safety.
- Individual liberty - An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- Mutual respect - An understanding of the importance of identifying and combating discrimination.
- and tolerance for those of different faiths and beliefs - An acceptance that other people have different faiths and beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminating behaviour.

Interprofessional Learning: The programme aligns to the Plymouth Marjon University Interprofessional Learning Strategy 2022-2025 with the aim of developing a "gold standard

for the delivery of effective interprofessional learning to prepare a healthcare workforce that is able to work collaboratively across professional boundaries; to provide sustainable, patient centred healthcare; and to address the needs of local, national, international and global health challenges". Thus, the programme is designed to support the development of underpinning knowledge, skills and professional attributes to equip and prepare Enhanced Clinical Practitioners to effectively contribute to integrated care through clinical leadership and management. This will be achieved through development of three main competencies consistent with The Framework for Action on Interprofessional Education and Collaborative Practice developed by the World Health Organisation (WHO, 2010) which include:

1. Exposure
2. Immersion
3. Competence

Exposure Level: This is where apprentices are introduced to the continuing principles of interprofessional and collaborative clinical practice. Apprentices will come from a range of diverse clinical backgrounds with multiple opportunities to explore the role of professional peers within the wider interprofessional team

Immersion: Apprentices will continue to develop their knowledge through exploration, reflection, discussion and clinical practice. These shared opportunities will enable apprentices to further develop effective communication skills, essential to leading teams and delivering person-centred, safe care at an advanced clinical level, and also establishing themselves as ECPs within their respective organisations and departments.

Competency: Apprentices will continue to learn and consolidate in the context of advanced clinical practice and will reflect on their learning in their Professional Practice Portfolio. They will also be required to receive feedback to show where they have 'shadowed' and worked alongside professional colleagues and through professional discussions, will be encouraged to explore implications for their own practice.

Method	Description
E-learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Guest speaker	Using specialists from the field or representatives from the People who use services group to present to learners.
Guided Independent Learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Interprofessional Learning	Interprofessional education and learning refers to occasions when learners from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice for providing person-centred healthcare
Peer Learning	Peer learning is the process of apprentices learning with and from each other. This is usually facilitated through teaching and learning activities such as apprentice –led workshops, study groups, peer-to-peer learning partnerships, group work and simulated clinical practice.
Online Resources	Online resources include the University learning platform such as CANVAS where resources and materials relevant to the programme and individual modules, are stored and made available to apprentices during the programme. Apprentices will also have access to a range of additional Online resources for the purposes of completing relevant eLearning.
Personal & Professional Development Planning	Apprentices take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practice Based Learning	Practice-based learning is a term used to describe learning undertaken while on placement. It's where nursing and health profession apprentices apply the knowledge and skills they've learnt during their studies, giving them the real-world experience, they need to be safe and effective practitioners.
Seminar	A form of academic instruction. It has the function of bringing together small groups for recurring meetings, focusing each time on a particular subject, in which everyone present is requested to participate
Tutorials	One-to-one teaching (apprentice to lecturer/Practice Educator) usually for counselling purposes based on the apprentice's work. This includes VLE (Virtual Learning Environment) based exercises and other software.

6.1 Learning Enhancement

Learning for Future Study and Employment: We will engage our apprentices in learning activities and experiences that reflect and replicate how they will work and collaborate in the health, care and nursing professions they are preparing for at an advanced clinical

level. As an apprentice progresses through the programme, they will engage in activities that will help them to further transition into both the working environment and future programmes of study.

Learner Choice and Personalisation: Apprentices will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake.

Provision of a Connected Learning Experience: We will create opportunities within the programme for apprentices to engage and learn with peers inside and across the professional community to which they belong or will come to join.

Evidence Based Practice: Our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating to both effective educational and clinical practice, through feedback received from our apprentices and clinical programme leads and evidence relating to their engagement and success.

Supporting Professional Development in Learning: We will provide a range of opportunities for our apprentices to engage in relevant professional development activities that are focused on enhancing and sharing effective learning, in addition, clinical facilitators who engage in teaching practice, are directly supported to enhance apprentice learning

6.2 e-Learning

In 2017, Health Education England (HEE) published their Digital Capacity Framework stating the importance of developing a technology competent workforce to improve care. The programme team recognise the increasing contribution that digital resources make to the learning experiences of apprentice. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The team utilise digital technology to support apprentice development and to ensure they engage with digital technologies within modules across the programme. Apprentices will have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

An integrated approach will be taken to ensure assessment is appropriate, valid and reliable and aligns to module learning outcomes.

Academic assessment facilitates the integration of theory with professional practice, many of the programmes assessments will draw upon practice learning experiences or utilise a scenario-based approach. Both formative (informal and developmental) and summative (formal) assessment strategies will be incorporated. -An apprentice centred combination of assessment strategies will be utilised, whereby all summative assessment will be constructively aligned to the modular learning outcomes, whilst ensuring the development of key, transferable, employment skills.

Method	Description
Case Study	An analysis of a real-life example within health and social care related to the role of the Enhanced Clinical Practitioner
Practice Portfolio	A document that contains all the paperwork that will be used by the apprentice and their practice supervisors and assessors when they are in practice. The feedback and assessments gained from each placement will help them to develop professional practice.
Project Plan with Rationale	A research project plan which will require learners to select a topic through analysis and synthesis of knowledge and literature. Learners will propose a way to answer a research question.
Reflective Essay	A reflective essay is an evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is the relevant to the apprentice's' experiences.

End Point Assessment

For successful completion of the apprenticeship, all learners are required to undertake the End Point Assessment (EPA). This can only occur once the employer is satisfied that the apprentice is:

- Working consistently at or above the level set out in the occupational standard
- All of the pre-requisite gateway requirements for EPA have been met
- All of the pre-requisite gateway requirements for EPA can be evidenced to an EPAO
- All pre-requisites for EPA assessment methods must also be complete and available for the assessor, as necessary.

Both training providers and employers need to make sure their learners are prepared for EPA to maximise the opportunity for the learner to achieve their apprenticeship. As part of the on-programme component, apprentices will undertake a zero-credit 'Preparation for EPA' module which will support them to confidently complete the EPA. During this module the apprentice will be guided and given preparatory exercises (subject to availability from EPAO) to prepare them to succeed the required elements of the EPA.

The apprentice will be provided with guidance and formative feedback on their work and progress at appropriate stages throughout the module. The formative assessment will mirror the requirements of the EPA. Employers are encouraged to contribute to the module by sitting on mock interview panels. In addition, formative feedback will be given from tasks set for seminars/workshops. This will inform students' independent work and, in this way, ultimately support the attainment of EPA requirements.

The EPA contains two elements:

1. Quality improvement proposal report with question-and-answer session
2. Professional discussion underpinned by a portfolio of evidence

The EPA will be undertaken with an independent third-party organisation. Learners will have three months to complete the EPA, this will commence once the qualification has been achieved and the apprentice's readiness is agreed in conjunction with the learner's employer.

The apprentice will submit their quality improvement proposal report title and scope as a briefing document, which will not exceed 500 words to the EPAO at the commencement of the EPA. They will also submit their portfolio of evidence. The assessor from the EPAO will inform the apprentice within a three-week window if they can continue with preparation of the 5000 word report in readiness for the final submission. Once reviewed, the assessor will enter into a question-and-answer session with the apprentice regarding the content of the report. The apprentice will also undertake a professional discussion in relation to the content of the portfolio of evidence.

8. Exemptions to University Regulations

- All assessment tasks of each module must be passed in order to pass the module.
- Apprentices are not permitted to trail failed work, or deferred work, into the next progression stage, if applicable.
- There is non-alignment to the university anonymous marking regulation for presentations, practice assessment documentation, and practical and placement work.

An individual learning plan for each apprentice will be discussed at the point of interview and students who have completed standalone CPD modules previously at Level 7 may be able to use these credits through RPL (recognition of prior learning process) towards their graduate certificate. Apprentices should discuss this with the programme leader in the first instance. A maximum of 50% Recognised Prior Learning (RPL) is permitted for this programme.

9. Work-Based Learning/Placement Learning

This programme is a work-based programme that integrates academic and work-based learning through collaboration between Practice and Employer Learning Partners and Marjon. Work-based learning recognises and values everyday experiences within the workplace as having the potential to learn through activity. All apprentices will be required to be employed in a setting that can support their enhanced practice, on a minimum of 30hrs a week contract.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Delivery Sequence	Compulsory/Optional	Condonable/Non-Condonable
ECPM01	Leadership for Enhanced Practice	15	100% Coursework	1	Compulsory	Non-Condonable

ECPM02	Enhancing Practice	30	100% Coursework	X	Compulsory	Non-Condonable
ECPM03	Clinical Reasoning and Decision Making	15	100% Coursework	2	Compulsory	Non-Condonable
ECPM04	Preparation for EPA	0	100% Coursework	2	Compulsory	Non-Condonable

Key: Semester X = All year

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Level 7

Module Code	Module Title	Thread
ECPM01	Leadership for Enhanced Practice	a, c, e, g
ECPM02	Enhancing Practice	a, b, c, d, g
ECPM03	Clinical Reasoning and Decision Making	a, c, d, e, f, g
ECPM04	Preparation for EPA	b, d, e, f, g

- a. Leadership
- b. Clinical Skills
- c. Equality & Diversity
- d. Communication Skills, including effective inter disciplinary communication
- e. Law and Ethics
- f. Research
- g. Employability

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

A Practice Learning group has been formed with representatives from our Employer and Placement partners. The group will advise the Dean of School on all matters associated with programmes within the School of Health and Wellbeing strategic objectives in relation to practice learning, practical and practice teaching and practical and practice assessment, the operation and monitoring of these, and relevant external considerations.

13. Academic Progression Opportunities

On completion of the Enhanced Clinical Practitioner programme, apprentices may seek to undertake further professional development by undertaking a Masters in Advanced Clinical Practice (ACP), dependent on the nature of their role and organisational context.

Alternative Post-graduate study options may be available depending on the workforce needs and the individual apprentices career development.

14. Employability and Career Progression Opportunities

Individuals who are successful graduates from the programme may apply for, an ECP role within their designated area of specialism.

Typical job titles include:

- Dietitian (gastroenterology)
- Enhanced Dental Technician
- Mental Health Enhanced Liaison Practitioner
- Physiologist (includes vascular, cardiac, respiratory, neurophysiology and audiological)
- Registered Nurse (includes specialisms such as Critical Care)

Employability skills may include:

- Active learning and reflective practice – apprentices are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- Critical thinking and analysis–apprentices have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- Complex problem-solving–apprentices are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- Leadership and social influence–apprentices are able to motivate others to act towards achieving a common goal
- Emotional intelligence–apprentices are able to recognise and manage their emotions, and the emotions of others, both individually and in groups
- Reasoning, problem-solving and ideation –apprentices are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- Systems analysis and evaluation –apprentices are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:

- ICT Proficiency and Productivity–apprentices are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)

- Digital Collaboration, Participation, Communication—apprentices are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- Digital Problem Solving, Creation & Development—apprentices are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity—apprentices understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and apprentices have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support apprentices through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

In addition to this, apprentices are supported through Tri-Partite Reviews every 12 weeks, or more if necessary. Tri-Partite Reviews are an auditable requirement of the Education and Skills Funding Agency (ESFA) and include a thorough review with the apprentice, the employer and a member of the University Apprenticeship Team. The Tripartite Review focuses on the health and wellbeing of the apprentice and their academic and practical progress, identifying any areas of concern or changes in personal circumstances. These are normally scheduled with employers and apprentices at the beginning of the academic year and may be conducted somewhere private in the workplace, or via MS Teams. Where possible, apprentices will be allocated a Reviewer for the duration of the programme.

Apprentices will be asked to bring their Professional Practice Portfolio (PPP) with them to review critical reflections and to consolidate their learning through professional discussion. The knowledge, skills and behaviours included in the Enhanced Clinical Practitioner Standard will also be reviewed and goals identified to promote further development and progression in preparation for the End-Point-Assessment (EPA) on completion of the programme.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, apprentices will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

Tripartite reviews between the apprentice, employer and Plymouth Marjon University ensure that all parties are clear on the apprentice's progress towards the targets set out in their apprentice commitment statement/training plan and learning plan. Tripartite reviews provide an opportunity for apprentices and employers to offer feedback on their experience of the higherlevel apprenticeship programme and the apprenticeship training more generally.

Learner and employer satisfaction surveys utilise performance indicator data. Plymouth Marjon University utilise the performance indicator data to set and monitor progress against strategic goals and targets. The data enables the comparison in performance with other training organisations and helps to identify and address instances of underperformance.

17. Other Stakeholder Feedback

The Enhanced Clinical Practitioner programme has been designed to meet the Health Higher Education occupational standards. The programme has been co-designed and produced in partnership with various stakeholders which include practice learning partners and employer learning partners from across the health and care sector, including representation from the acute, community, primary, social and private, voluntary and independent sector.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.