

**Manchester  
Metropolitan  
University**

# **ADVANCED CLINICAL PRACTITIONER**

**DEGREE APPRENTICESHIP**



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# AWARD-WINNING DEGREE APPRENTICESHIPS

Manchester Metropolitan University is one of the most popular universities in the UK, currently educating over 34,000 students. The University takes its responsibility for creating work-ready graduates very seriously and maintains close industry and business links.

Our Degree Apprenticeships are practice-focused. They equip our apprentices with the skills to ensure they are ready to take on the industrial challenges of tomorrow and make their mark. We develop our programmes in partnership with employers, to meet the needs of industry and individuals.

As pioneers of degree apprenticeships, we have become industry leaders, allowing us to build unrivalled partnerships with some of the UK's largest employers and innovative small and medium-sized enterprises (SMEs).

**2,000**  
**DEGREE**  
**APPRENTICES**

On 13 programmes

**TOP UNIVERSITY  
IN THE UK**  
FOR DEGREE APPRENTICESHIPS

Rate My Apprenticeship  
Awards 2020

**FINALIST**  
**BEST UNIVERSITY  
TRAINING PROVIDER**  
School Leaver Awards 2020

**25+**  
**APPRENTICES  
RECOGNISED**  
at regional and national awards

**96%**  
**1<sup>ST</sup> OR 2.1  
DEGREES IN 2020**

**400+**  
**EMPLOYERS**

★ **RATED** ★  
**OUTSTANDING**  
by OFSTED 2018

# ABOUT THE PROGRAMME

## Advanced Clinical Practitioner Masters Degree Apprenticeship

This programme is designed for experienced clinicians seeking to develop expertise across the four pillars of advanced practice.

### ADVANCED CLINICAL PRACTICE

This innovative programme has been developed in collaboration with regional healthcare providers and experts in advanced clinical practice to support clinicians to develop expertise in their scope of practice.

With a strong emphasis on research methodology and quality improvement, this programme will allow apprentices to research, develop, implement and evaluate a quality improvement project within their scope of practice. This will benefit the delivery and redesign of existing and new services.

The Masters Apprenticeship equips advanced practitioner graduates with the necessary skills, behaviours and expertise to realise their future career aspirations. The flexible nature of the apprenticeship also allows the employer to tailor the programme to meet their individual service needs. The programme is funded via an organisation's apprenticeship levy commitments.

### APPRENTICE SUPPORT IN PRACTICE

Support 'in practice' is integral to the successful completion of this programme. Apprentices will have a designated mentor to support their work-based learning.

In addition, a Skills Coach will be assigned to support the apprentice to align their university and work-based learning.

### THE QUALIFICATION

Upon successful completion of the programme, participants will achieve a masters degree in Advanced Clinical Practice.

### WHO IS THE PROGRAMME FOR?

The Advanced Clinical Practitioner Masters Degree Apprenticeship programme has been designed to ensure the educational requirements of the future advanced practice workforce are met. The curriculum is delivered in line with the Multi-Professional Framework for Advanced Clinical Practice (HEE, 2017).

This is a programme for experienced clinicians seeking to progress their professional practice, delivering effective end to end patient care.

### CORE BEHAVIOURS

Successful Advanced Clinical Practitioners will treat people with dignity, respecting people's diversity, beliefs, culture, needs, values, privacy and preferences. They will show respect and empathy for those they work with and have the courage to challenge areas of concern. Clinicians will work to best practice, be adaptable, reliable and consistent, while showing discretion, resilience and self-awareness.



**“Advanced Clinical Practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people's experience and improve outcomes.”**

HEE Advanced Clinical Practice  
Multi-Professional Framework – 2017

# FROM OUR APPRENTICES' POINT OF VIEW

## INSPIRED TO LEARN MORE

After completing my degree at Manchester Met University, I had wanted to embark on a masters programme in Advanced Clinical Practice to complement my role as a Community Specialist Paramedic.

## CHOOSING THE APPRENTICESHIP ROUTE

I was quite daunted by the amount of work that would be required by a normal masters qualification – on top of working full-time and having a family.

Starting the three-year masters Apprenticeship has made it possible for me to undertake the programme in a more supportive way.

## A HIGH LEVEL OF SUPPORT

I am supported both as a masters student and an apprentice, allowing me to have protected time at work to both learn and study. The programme has elements of academic and practical application and emphasises putting learning into practice.

I am also supported in the workplace by a programme tutor, Skills Coach, and work-based mentor, enabling me to discuss any issues and action plan work required for the programme.

The University also offers other opportunities to learn, with extra classes that you can attend on academic writing and critical thinking.

## IMPROVING PATIENT CARE

I would encourage anyone who is looking to improve their patient care, their knowledge and understanding of body systems and diseases, as well as research, education and leadership skills to consider this programme.

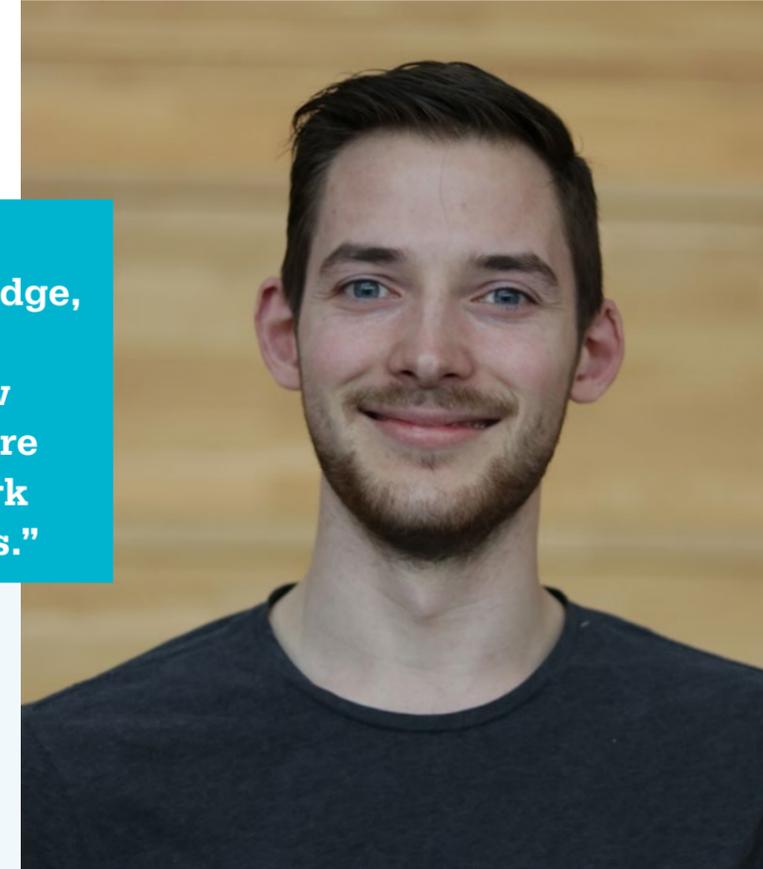
### Sara Harris

Advanced Clinical Practitioner Masters Degree Apprentice and Community Specialist Paramedic at North West Ambulance Service



**NHS**  
North West  
Ambulance Service  
NHS Trust

“I am gaining advanced knowledge, experience and awareness of how multiple healthcare professionals work within their fields.”



## RETURNING TO STUDY

Returning to Manchester Met University on the Advanced Clinical Practitioner Degree Apprenticeship programme, with the support of my employers, has provided me with an unprecedented opportunity for growth and development within my clinical career.

## ENHANCING PROVISION

I am gaining advanced knowledge, experience and awareness of how multiple healthcare professionals work within their own fields.

By reflecting this within our own departments we can enhance health care provision and patient experience as advanced clinical practitioners. I aim to seek further opportunities to support and progress advanced practice within our service and see a future with developing physiotherapy provision with emerging technological advances.

### James McDonald

Advanced Clinical Practitioner Masters Degree Apprentice and Physiotherapist at North West Boroughs Healthcare NHS

**NHS**  
North West  
Boroughs Healthcare  
NHS Foundation Trust



# CREATING A SUPPORTIVE ENVIRONMENT

For apprentices and employers

In order to create an environment where apprentices will be able to achieve successful outcomes, both academically and within their organisations, the University has put in place a wide range of support.

## APPRENTICES

### DEDICATED SKILLS COACH

A dedicated Skills Coach will conduct termly reviews with the apprentice and employer, advise on University regulations and procedures, and provide pastoral support.

### FUNCTIONAL SKILLS

Provision of Functional Skills if required.

### PERSONAL LEARNING PLAN

Where additional learning support requirements are identified, they will be met through a Personal Learning Plan.

### UNIVERSITY SERVICES

Full access to University services – including disability services, wellbeing, the library, IT services and sports facilities.

### ONLINE STUDY ENVIRONMENT

Study materials can be accessed 24/7 via our online study environment, Moodle. Our programme is designed to support learners who live and work outside of the north-west. Moodle enables apprentices to access reading lists, download journal articles, contribute to online discussion groups, email tutors, listen to podcasts and submit assignments.

## CUTTING-EDGE FACILITIES

The Faculty of Health, Psychology and Social Care is based in the state-of-the-art Brooks building. The award-winning, £139m development opened in October 2014 and is home to Manchester Met's Faculty of Health, Psychology and Social Care and Faculty of Education.

Inside the Brooks building are outstanding specialist facilities across all areas of health, psychology, social care, and education. This includes a simulation suite, nursing ward, VR room and skills rooms to simulate a health and social care setting.

## UNIVERSITY LIBRARY

The main University Library is located on the All Saints Campus and is open 24/7 during the academic year.\*

The Library provides access to a wide range of books, texts, journals, and business information and statistics. It also runs a number of workshops for mature students on study and research skills.

Many of the Library's resources are available online. For example, apprentices can search the library catalogue, renew and reserve books, and download journal articles and research information.

\*Due to COVID-19, Library opening hours may change due to government restrictions.

## EMPLOYERS, LINE MANAGERS AND MENTORS

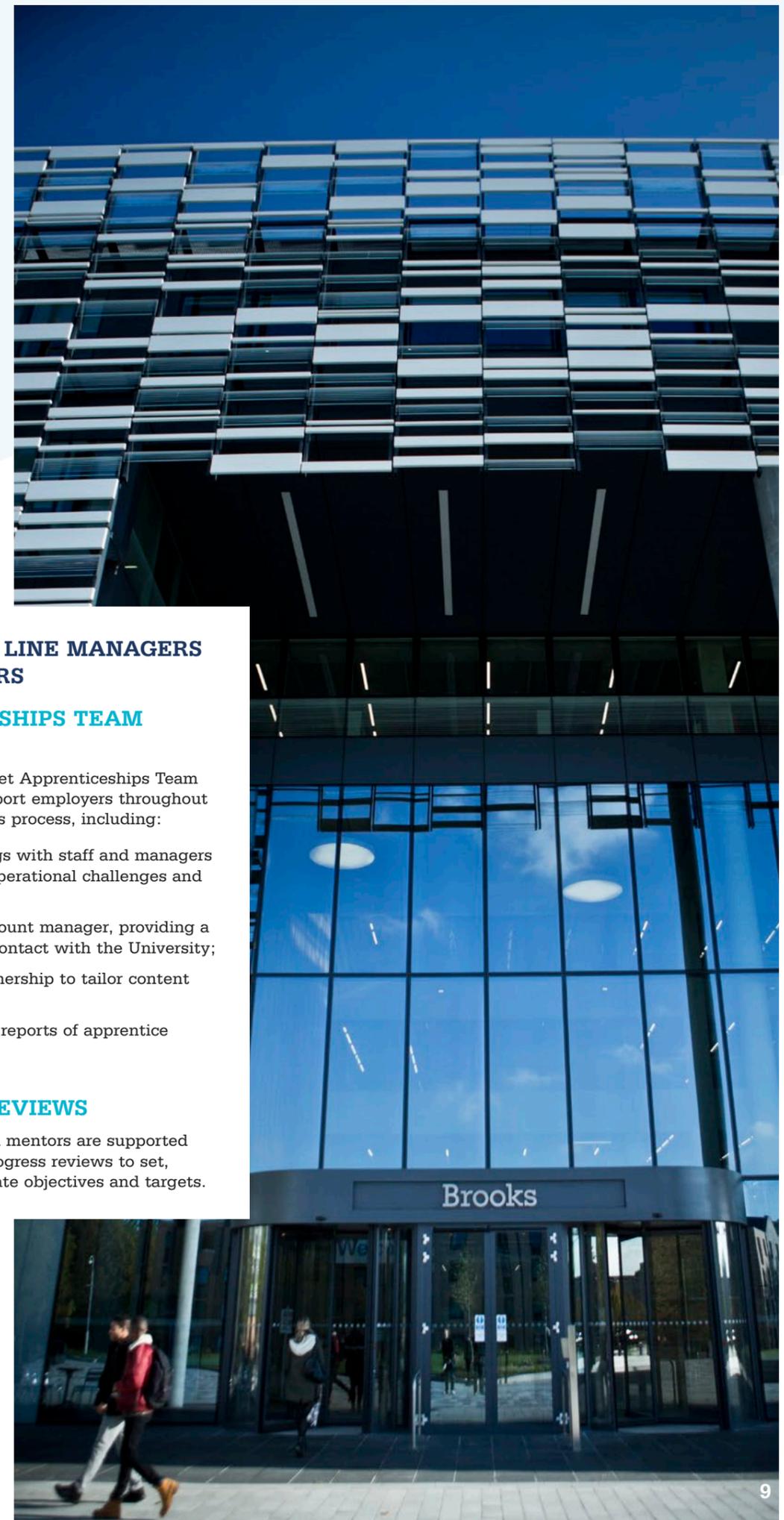
### APPRENTICESHIPS TEAM SUPPORT

The Manchester Met Apprenticeships Team is available to support employers throughout the apprenticeships process, including:

- + Holding meetings with staff and managers to understand operational challenges and training needs;
- + A dedicated account manager, providing a single point of contact with the University;
- + Working in partnership to tailor content and delivery;
- + Sending regular reports of apprentice progress.

### PROGRESS REVIEWS

Line managers and mentors are supported through regular progress reviews to set, monitor and evaluate objectives and targets.



# DELIVERY AND STRUCTURE

## In a thriving and collaborative faculty

Based in the state-of-the-art Brooks Building, on Manchester Met's award-winning development, apprentices have access to specialist facilities across all areas of health. Our innovative, vibrant programmes reflect new and emerging research ideologies.

### DELIVERY

To allow you the flexibility to choose a study route that is most appropriate for your organisation and individuals, we offer two delivery models. A two-year route with attendance at University two days a week and a three-year route with attendance at University one day per week.

The programme, whether studied over two or three years, is designed to ensure the educational requirements of the future advanced practice workforce are met. The curriculum is delivered in line with the Multi-Professional Framework for Advanced Clinical Practice (HEE, 2017). This clinically-based programme has a strong emphasis on research methodology and quality improvement.

Apprentices will research, develop, implement and evaluate a quality improvement project within their scope of practice. This will benefit the delivery and redesign of existing and new services within their organisation.

The flexible nature of the Apprenticeship also allows the employer to tailor the programme to meet their individual service needs. All apprentices must complete the six core units and a choice of two flexible units.

### CORE UNITS (COMPULSORY)

- + Clinical Examination and Decision Making;
- + Education in Advanced Practice;
- + Leadership for Integrated Care;
- + Research Methodology for Quality Improvement;
- + Research for Quality Improvement Practice Project;
- + End-Point Assessment.

### FLEXIBLE UNITS (CHOICE OF TWO)

- + First Contact Practice and Advanced Musculoskeletal Practice;
- + Non-Medical Prescribing;
- + Advanced Care of the Mental Health Patient;
- + Advanced Care of the Frail and Older Adult;
- + Advanced Diagnostics and Management of the Acutely Ill Patient;
- + Radiology in Musculoskeletal;
- + Injection Therapy;
- + Advanced Practice Independent Study.

### END-POINT ASSESSMENT (EPA)

The EPA forms the final part of the integrated degree apprenticeship. The EPA dictates the learning outcomes, assessment strategy and marking criteria and must be followed by the University.



## A TWO-YEAR OR THREE-YEAR MODEL

### TWO-YEAR MODEL

Apprentices will participate in learning and skills development for approximately two days a week.

Alongside the University learning, apprentices will complete structured work-based learning, supported by their mentor, in order to further develop their advanced clinical practice skills.

The programme is supported by a bespoke online portfolio, designed to enable apprentices to collate evidence of their ongoing competence against the four pillars of advanced practice: clinical practice, clinical leadership, education and research.

#### Who is it suitable for?

The two-year route is suited to learners: who are better working at a faster pace and may have studied previously at postgraduate level; who may be able to gain credit for previously completed clinically-focused units, such as Non-Medical Prescribing; and/or employees of larger organisations/teams with the opportunity to release staff for two days per week.

### THREE-YEAR MODEL

Apprentices will participate in learning and skills development for approximately one day a week.

Alongside the University learning, apprentices will complete structured work-based learning, supported by their mentor, in order to further develop their advanced clinical practice skills.

The programme is supported by a bespoke online portfolio, designed to enable apprentices to collate evidence of their ongoing competence against the four pillars of advanced practice: clinical practice, clinical leadership, education and research.

#### Who is it suitable for?

The three-year route is suited to learners: looking to study at a steadier pace, who may not have previously studied at a postgraduate level; and/or employees of smaller organisations/teams where releasing staff for more than one day per week may be challenging.

# CORE AND FLEXIBLE UNIT OVERVIEWS

## CORE UNITS

### Clinical Examination and Decision Making

This unit equips apprentices to use a range of approaches to safely assess all body systems, take a comprehensive history and arrive at a clinically reasoned differential diagnosis. Included in this unit is the ability to critically analyse the information gained and produce a robust management plan at an advanced clinical level, taking into account local, national policies and the available evidence-base.

### Education in Advanced Practice

Apprentices will critically review their own professional development and their contribution to the education of others. The unit will specifically focus on motivational and educational theories that underpin healthcare development and advanced practice.

### Leadership for Integrated Care

Apprentices will explore the evidence that informs effective leadership in the integrated and/or interdisciplinary care context. They will critically reflect upon the intricate interpersonal and interprofessional relationships demanded by integrated care. Apprentices will explore the values that underpin successful leadership and excellence in service delivery.

### Research Methodology for Quality Improvement

This unit introduces the apprentice to the concept of quality improvement applied within the contexts of clinical practice and healthcare delivery. It will prepare the apprentice to design and undertake sound quality improvement projects within their own area(s) of clinical practice.

### Research for Quality Improvement Practice Project

This unit will enable the apprentice to apply and integrate relevant knowledge, understanding, and skills developed within the Research Methodology for Quality Improvement unit. This is achieved through the production of a scholarly piece of work related to quality improvement within their own area of clinical practice.

## FLEXIBLE CLINICAL OPTIONS (CHOICE OF TWO)

### Radiology in Musculoskeletal (MSK)

Apprentices working in an MSK role will prepare to work effectively within a multidisciplinary team and develop an understanding of the use and limitations of the range of imaging techniques utilised in the assessment of MSK presentations.

### Non-Medical Prescribing

This unit will prepare suitably qualified nurses and AHPs to become safe and competent independent/supplementary prescribers (for NMC registrants and HCPC registered physiotherapists, therapeutic radiographers, podiatrists and paramedics) or supplementary prescribers (HCPC registered dieticians and diagnostic radiographers).

### Advanced Care of the Mental Health Patient

This unit covers apprentices' care of individuals living with mental health issues across a variety of health settings. This is of critical importance to advanced clinical practice given the developing context of integrated health and social care working environments.



### Advanced Care of the Frail and Older Patient

This unit prepares apprentices to assess, recognise, clinically reason and manage frail patients appropriately and collaboratively across primary and secondary care. This is of critical importance given the developing context of integrated health and social care working environments.

### Advanced Treatment and Diagnostics of the Acutely Ill Patient

The aim of this unit is to equip apprentices with the necessary skills and knowledge to request and interpret diagnostic tests in order to effectively plan and manage complex and unpredictable episodes of care.

### Advanced Practice Independent Study

These units (1 and 2) provide apprentices with an opportunity to develop their advanced practice knowledge base in a chosen, relevant area of advanced clinical practice. This includes reference to the four pillars of advanced practice, essential to advanced clinical practice.

### First Contact Practice and Advanced Musculoskeletal Practice

This unit is essential for apprentices working in or entering a first contact role or primary care and covers ordering and interpreting imaging, rheumatology and blood tests, red flags, pain pharmacology and advanced musculoskeletal reasoning.

### Injection Therapy

This unit is essential for apprentices working in, or entering, a first contact role or primary care and develops cognitive and psychomotor skills essential to the advancement of the clinician specialising in injection treatments for musculoskeletal lesions.

# APPLICATION INFORMATION

## ENTRY REQUIREMENTS

Applicants must be registered with a statutory or regulatory body (HCPC, NMC or GPhC) and meet the essential criteria for Trainee Advanced Clinical Practitioner as specified by their employer.

It is a condition of apprenticeship funding, that applicants are able to evidence GCSE English and Maths equivalent to grade A\*-C or commit to completing Functional Skills Level 2. If required, this is provided at no extra cost.

## HOW TO APPLY

Once an employer has confirmed that they will support their apprentice(s) on the programme, we will issue an application pack to interested applicants. The application form enables us to build up a picture of the candidate, their experience and the knowledge and skill areas they are looking to develop. We recommend that a CV is included, with a complete work history, and that the personal statement is used to highlight management strengths and work achievements.

## EMPLOYMENT CONDITIONS

To meet the eligibility criteria for apprenticeship funding, candidates must:

- + Have a contract of employment that covers the duration of the programme;
- + Be working a minimum of 30 hours per week for their main employer;
- + Be a citizen of a country within the European Economic Area (EEA), or have the right of abode in the UK and have been ordinarily resident in the EEA for at least the previous three years;
- + Have the agreement of their employer to abide by the requirements of allowing apprentices 20 per cent of their normal working hours to develop the knowledge, skills and behaviours of the apprenticeship standard.

## WORKPLACE CONSIDERATIONS

Workplace infrastructure should be sufficient to fully support the apprentice in working as a trainee advanced clinical practitioner. Consideration also needs to be given as to whether the apprentice will be working in a new or emerging role within the workplace. Apprentices will need to be supported by a suitably qualified workplace mentor who is able to assess clinical competency in practice and support the apprentice to develop as a competent advanced clinical practitioner.

## OFF-THE-JOB TRAINING

Apprenticeship funding rules state that apprentices should spend at least 20% of their working time on developing relevant skills, knowledge and behaviours. This means that apprentices must undertake University tuition, online learning and assessments in combination with a range of other eligible activities undertaken in the workplace.

These can include, but are not limited to:

- + Developing evidence, undertaking reflective practice and gathering peer feedback towards the achievement of the skills and behaviours included in the Advanced Clinical Practitioner Degree Apprenticeship Standard;
- + Shadowing or mentoring of colleagues in their organisation or another organisation;
- + Formal or informal training relevant to the apprenticeship.

## EMPLOYER NEXT STEPS

If you would like to discuss how this programme could work for your organisation, or if you have any further questions, please contact our dedicated Apprenticeships Team.

**E:** apprenticeships@mmu.ac.uk  
**T:** 0161 247 3720

## “The Masters Apprenticeship has been a fantastic opportunity at the right time.”

I'm currently a Nurse Practitioner in Accident and Emergency. I decided to do an Advanced Clinical Practitioner Masters Degree Apprenticeship as I was looking for the next step in my career.

My ambition is to eventually be a nurse consultant. I've found combining studying and my full-time job a lot easier than I thought it would be.

I've had regular reviews with my Skills Coach to make sure I'm on track and getting what I need from my employer. She also ensures that my employer is getting what they need from the Apprenticeship.

I think the Masters Apprenticeship has been the right decision for me. I'm doing the three-year option, which I think is the best choice for me in my department. It gives me the chance to get to grips with the role and I know I'll be a more confident practitioner, with the core skills I need, after I finish my Masters Apprenticeship.

**Natalie Critchely**  
Advanced Clinical Practitioner Masters Degree Apprentice and Nurse Practitioner at Mid Cheshire Hospitals NHS Accident and Emergency Department



## GET IN TOUCH

If you think the programme could work for your organisation, please get in touch. We will be happy to provide further information or guide you through the next steps. Just contact us using the details below.

Apprenticeship Unit  
apprenticeships@mmu.ac.uk  
0161 247 3720  
mmu.ac.uk/apprenticeships

 @mmuapprentice

 MMUApprenticeships

 manmetuni

 Degree Apprenticeships at Manchester Metropolitan University

 Degree Apprenticeships at Manchester Met

We are committed to ensuring that all of our materials are accessible. This brochure is available in a range of formats, such as large print, on request via [marketing@mmu.ac.uk](mailto:marketing@mmu.ac.uk)