

February 2017 Proposal to develop a new apprenticeship standard

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Q1. Name of proposed trailblazer group

Advanced Clinical Practitioner

Q2. Please state if this is a new or existing trailblazer group. If existing please give details of which standards you are already working on.

New

Q3. Please confirm that you have read the Trailblazer Guidance on gov.uk and are content that your proposal meets all the criteria for approval

Yes I have

Q4. Number of standards proposed for development. Please be aware that commitment from at least 10 employer members for each proposed standard is required

1

Q5. Please insert details about each proposed standard below.

| | Name of occupation covered by the proposed standard | Do you intend to include a degree in the standard? | Estimated overall annual take up across England | When do you estimate this apprenticeship would be ready to deliver starts? |
|----|--|---|--|---|
| 1 | Advanced Clinical Practitioner | Yes | 1000 | January 2018 |
| 2 | - | - | - | - |
| 3 | - | - | - | - |
| 4 | - | - | - | - |
| 5 | - | - | - | - |
| 6 | - | - | - | - |
| 7 | - | - | - | - |
| 8 | - | - | - | - |
| 9 | - | - | - | - |
| 10 | - | - | - | - |

Q6. Please provide a clear description of the occupation(s) covered by the proposed standard(s) and what it involves, at a minimum setting out: the main duties, responsibilities and high level competencies required; the scope and limits of the occupation i.e. be clear what it does not involve; who else would this occupation typically work with / relationship between roles If this standard is intended as a 'core with options' please confirm and provide detail of the individual sub-occupations planned (Guidance paragraph 62)

Advanced Clinical Practitioners are non-medical practitioners operating at a level beyond the level and scope of their registered status and typically becoming competent in areas that have traditionally been the remit of medical practitioner. The Advanced Clinical Practitioner practices across 4 domains of: Advanced clinical skills, leadership, research and education

1. Advanced Clinical skills

- 1.1 practice autonomously for which they are accountable and self-directed in line with the relevant code of professional conduct;
- 1.2 assess individuals, families and populations holistically using a range of different assessment methods in partnership with patient/carer, some of which may not be usually exercised by Healthcare Professionals such as physical examination, ordering and interpreting diagnostic tests or advanced health needs assessment;
- 1.3 using differential diagnosis, decision-making and problem solving skills;
- 1.4 have a health promotion and prevention orientation, and comprehensively assess patients for risk factors and early signs of illness;
- 1.5 draw on a diverse range of knowledge in their decision-making to determine evidence-based therapeutic interventions (which will usually include prescribing medication and actively monitoring the effectiveness of therapeutic interventions where legally allowed);
- 1.6 plan and manage complete episodes of care, working partnership with others, and delegating and referring as appropriate to optimise health outcomes and resource use, as well as providing direct support to patients and clients;
- 1.7 having a supportive role in helping people to manage and live their lives;
- 1.8 use their professional judgement in managing complex and unpredictable care events and capture the learning from these experiences to improve patient care and service delivery;
- 1.9 work collaboratively and draw upon an appropriate range of multi-agency and inter-professional resources in their practice; and
- 1.10 appropriately define the boundaries of their practice.
- 1.11 competent and safe to prescribe (within legal boundaries)

2 Education

- 2.1 plan and seize opportunities to generate and apply new knowledge to their own and others' practice in structured ways which are capable of evaluation;
- 2.2 enable patients/carers to learn by designing and coordinating the implementation of plans appropriate to their preferred approach to learning, motivations and developmental stage;
- 2.3 work collaboratively to identify and meet the learning and development needs of others as appropriate;
- 2.4 advocate and contribute to the development of an organisational culture that supports continuous learning and development, evidence-based practice and succession planning.

3 Clinical Leadership and Management

- 3.1 identify and implement systems to promote their contribution and demonstrate the impact of Advanced Clinical Practice to the healthcare team and the wider health and social care sector;
- 3.2 provide consultancy services to their own and other professions on therapeutic interventions, practice and service development;
- 3.3 are resilient and determined and demonstrate personal leadership in situations that are unfamiliar, complex and unpredictable and instilling confidence with colleagues and others;
- 3.4 engage where necessary stakeholders using effective negotiating and influencing skills where necessary to develop and improve practices;
- 3.5 work across professional and organisational boundaries to proactively develop and sustain new partnerships and networks to promote value based care to improve health and achieve outcomes;
- 3.6 actively seek and participate in peer review of their own practice;
- 3.7 develop practices and roles that are appropriate to patient and service need through understanding the implications of and applying epidemiological, demographic, social, political and professional trends and developments appropriate to the locality;
- 3.8 identify the need for change, proactively generate practice innovations and lead new practice and service redesign solutions to respond to the needs of patients and the service;
- 3.9 critically apply legal, ethical, professional and organisational policies, procedures and codes of conduct.

4 Research

- 4.1 are proactively involved in developing strategies and undertaking activities that monitor and improve

the quality of healthcare and the effectiveness of their own and others' practice;

4.2 strive constantly to improve practice and health outcomes so that they are consistent with or better than national and international standards through initiating, facilitating and leading change at individual, team, organisational and system levels;

4.3 continually evaluate and audit the practice of self and others at individual and systems levels, selecting and applying valid and reliable approaches and methods which are appropriate to needs and context, and acting on the findings;

4.4 continually assess and monitor risk in their own and others' practice and challenge others about wider risk factors;

4.5 critically appraise and synthesise the outcomes of relevant research, evaluations and audits and apply the information when seeking to improve practice;

4.6 alert appropriate individuals and organisations to gaps in evidence and/or practice knowledge and, as either a principal investigator or in collaboration with others, support and conduct research that is likely to enhance practice;

4.7 use financial acumen in patient/carer, team, organisational and system level decision-making and demonstrate appropriate strategies to enhance quality, productivity and value;

4.8 develop robust governance systems by contributing to the development and implementation of evidence-based protocols, documentation processes, standards, policies and clinical guidelines through interpreting and synthesising information from a variety of sources and promoting their use in practice; and

4.9 have advanced communication skills and contribute to the wider development of those working in their area of practice by publicising and disseminating their work through presentations at conference and articles in the professional press.

Q7. Have you submitted a proposal for an apprenticeship standard in this occupation(s) before? If yes provide details and outline how this proposal differs.

No

Do you intend for the standard(s) to replace or partly replace any existing apprenticeship frameworks? If yes provide details.

no

Q8. Do you expect any age restrictions to apply to this standard? If yes, please state why (bearing in mind apprenticeships cannot be undertaken by anyone under the age of 16)

Being a regulated healthcare professional will be a pre-requisite to this apprenticeship. To become a registered healthcare professional requires candidates need to be 18+ and it typically takes 3 years to complete. Registered professionals would need to consolidate their practice before they could begin an ACP apprenticeship. This apprenticeship would therefore be restricted to those 24+

Q9. Please provide information that demonstrates the proposal is for a recognised, standalone occupation, for which there is genuine demand in the job market and where further training, beyond the apprenticeship, is not required for full competence. For example: any informal consultation already undertaken to evidence wider support, employment statistics etc (supporting documents can be uploaded at the end of the application)

The Advanced Clinical Practitioner is a new occupation for which there is a growing demand in the healthcare sector. The early adopters have been delivering a Masters level programme that equips clinicians to develop their knowledge and skills to enable them to practice at an advanced level delivering advanced assessment, diagnostic and prescribing skills that have traditionally been the role of Doctors.

An example curriculum document attached for illustration.

For employers, the Advanced Clinical Practitioner provides opportunity to re-profile the workforce in a way that enables all practitioners to work at the top of their licence, building substantive teams of staff providing the opportunity to reduce the use of temporary or locum staff. The need for this is driven by an increased demand in both patient activity and a reduced supply of trainee doctors. In addition, year three of the programme provides the clinician with the opportunity to consolidate their clinical skills and undertake a dissertation which will provide clinical services with a body of evidence from which to evaluate and improve patient care.

In recent years there has been a focussed programme of work convened by Health Education England which resulted in a nationally agreed definition and now developing the competence framework and job description is due for publication in March 2017. These can be found at <https://hee.nhs.uk/our-work/developing-our-workforce/advanced-clinical-practice>.

Definition of the occupation at: <https://www.hee.nhs.uk/our-work/developing-our-workforce/advanced-clinical-practice/advanced-clinical-practice0definition>.

Case studies in the deployment of the ACP: <https://hee.nhs.uk/our-work/developing-our-workforce/advanced-clinical-practice/case-studies>

Q10. Please provide information that confirms the proposed occupation is unique and does not significantly overlap with occupations covered by any approved standards or standards in development. Where there is potential for overlap you must speak to the existing Trailblazer(s) before submitting your proposal, and outline the results of any discussion you have had to determine the extent of overlap and why you have still opted to propose the development of this standard. The existing list of standards in development, is here [The list of existing published standards and Trailblazer contact details, is here](#)

We confirm that the scope of the Advanced Clinical Practitioner is unique and does not significantly overlap with any other apprenticeship standard. We confirm that no other standard would meet the occupational requirements of the Advanced Clinical Practitioner.

The ACP differs to other practitioners adding a new dimension to a clinical workforce. Highly skilled and supporting both medicine and the multi-disciplinary team they enhance the patient pathway and reduce patient waiting times through their ability to complete an episode of care.

Health Education England (HEE) recognises the need to differentiate between a number of emerging healthcare roles. For example, there are a number of key differences between the role of the ACP and that of the Physicians associate (PA) which are set out as follows:

Entry Requirements

ACP: Registered Health professional e.g. Nurse, Physiotherapist – regulated by professional body of primary registered profession.

PA: Commonest route is biomedical science graduate.

Training Programme

ACP: Educated to Masters level- the training prepares for the analysis and synthesis of complex problems across a range of settings. The Masters ACP programme is a 180 MSc level credits delivered by HEIs and runs over three years.

PA: Two year training programme - Focused predominately in general medicine in hospital or general practice rather than specialty areas 1600 hrs clinical training, 350 hours in general hospital medicine

Autonomy

ACP: A level of practice characterised by a high level of autonomy and complex decision making – it manages complete clinical care

PA: Works under supervision of a doctor – trained to undertake a number of day to day tasks

Q11. Please provide information that demonstrates that the occupation will require rigorous and substantial training of at least a year, with 20% off-the-job. For example: detail of the technical skills required or an overview of any existing training programmes or modules. Please also confirm the typical length of time you expect the apprenticeship to take for someone new to the occupation

Advanced Clinical Practitioners complete an MSc in Advanced Clinical Practice. Delivered by a range of HEIs, the programme is 180 credits, typically requiring 1800 hours of study. Individuals must be employed in a Advanced Clinical Practitioner training post to develop their skills in the workplace.

The structure of a typical MSc programme can be seen in the attachment.

The ACP utilises a range of highly technical skills to provide the patient with quality care and an example is included here for illustration:

Assessment of a patient presenting with a headache. The ACP will take a patients detailed history , then examine all body systems to support a diagnosis. A potential diagnosis of a bleed in the brain (a sub arachnoid haemorrhage) would require a lumbar puncture (LP) to facilitate diagnosis. This is highly skilled procedure previously only performed by medical staff. Enabling the ACP to perform the LP reduces the patient's wait and improves communication through one practitioner being able to complete the episode of care.

Being capable of performing all parts of the process to a competent level takes significant learning beyond initial training as a healthcare professional and requires a combination of both academic and practical experience, transferring knowledge into practice. Generally a 70:20:10 approach to learning to be an ACP is required ie 70% workplace practice, 20% learning through colleagues, 10% academic. It also requires significant experience which is learnt through patient contact which cannot be taught in a classroom

Q12. Please provide information that demonstrates how the occupation is at a sufficiently high level to allow the successful apprentice to develop transferable skills that will enable them to perform this role in a business of any size or relevant sector. For example: highlight the main transferable skills, the range of sectors/environments someone in this occupation could work in

The Advanced Clinical Practitioner practices across 4 domains of: Advanced clinical skills, leadership, research and education.

The Advanced Clinical Practitioner requires the completion of an MSc programme and is an occupation which can find employment across a wide range of contexts and service areas in the health sector.

Q13. In future, Technical Education will be arranged around the common framework of 15 technical education routes identified in the Sainsbury Review. These encompass all employment-based and college-based activity. The aim of these new routes is to facilitate the progress of young people from compulsory schooling into skilled employment and the highest levels of technical competence. A technical route could be followed either through an apprenticeship or in a college where the training would be supported by a substantial work placement, with both programmes being based on employer-designed occupational standards. In light of this, we have introduced a new criterion requiring any standard approved for development to align with one of the 15 technical routes. Details of the 15 routes can be found on page 22 of the Government Skills Plan here [Please detail which of the 15 Sainsbury Technical Education Routes your standard\(s\) aligns to](#). Also, if an occupational map is available for this route, there will be a link to it on the Trailblazer Guidance webpage see here. [Please refer to this and specify which occupation detailed in the route map your proposed standard covers](#).

| | Proposed Standard (s) |
|---|--------------------------------|
| Agriculture, Environmental and Animal Care | - |
| Business and Administrative | - |
| Catering and Hospitality | - |
| Childcare and Education | - |
| Construction | - |
| Creative and Design | - |
| Digital | - |
| Engineering and Manufacturing | - |
| Hair and Beauty | - |
| Health and Science | Advanced Clinical Practitioner |
| Legal, Finance and Accounting | - |
| Protective Services | - |
| Sales, Marketing and Procurement | - |
| Social Care | - |
| Transport and Logistics | - |