



## Apprenticeship builder

### Draft: proposal to develop an occupational standard for an apprenticeship

#### This submission

Unique occupational standard reference number:  
ST0706

Trailblazer Group Reference Number:  
TB0444

Does this standard have core and options?  
No

Is this proposal a resubmission?:  
Yes

Title of Occupation:  
Clinical Academic Professional (Degree)

Name of Trailblazer Group:  
Clinical Academic Professional

Please paste in here the Institute feedback relating to your returned submission:

I have the following feedback for your proposal lots of questions ~I am afraid as this is the first level 8 we have:

- Still concerns around whether this is a L8 occupation and whether this is an apprenticeship or more of a short term academic programme. More work needs to be done to distinguish the proposal from a L7 to a L8, coupled with concerns around whether this is an actual occupation. The typical job titles still refer to a clinical academic fellow.
- With regards to the consultation how widely have you consulted?
- Would this be applicable to pharmaceuticals?
- Have all the relevant PB's been consulted and do you have their support and evidence if needed?
- The balance between the duties and criteria for measuring performance needs to be re-evaluated.
- Is it correct to assume that potentially a PHD is included, this needs to be clarified.
- There are still concerns about whether this an occupation, as our research shows the majority of jobs being short term roles where the registered professional would carry out research as part of their job, this needs further clarity

We will need job adverts for this role – have you got any – in a wide range of settings – the ones we have found are short term project jobs ,we will need more than two if possible where it shows a long term permanent role?

- Is the occupation transferable to other employers, when the work carried out is distinct to a specific

project potentially • How will the off the job training work be delivered, who will train these people what is the taught element? • A bit early to ask, but how would the end point assessment work?

Would your proposed apprenticeship standard replace an existing framework?

No

Target date:

01/01/2020

Rationale for target date:

Assuming this proposal is approved for development by the end of 2018 the timeline allows for 12 months development of the standard and the end-point assessment plan and collation of the provider quotes. This will enable sufficient engagement and consultation with the wide range of stakeholders with interest in this apprenticeship.

## Occupational profile

### This occupation is found in...

the health and care sector. Clinical Academic Professionals carry out their work across a wide range of settings including hospitals, community clinics, individual's homes, general practices and Higher Education Institutions (HEIs). In many cases, they have joint/honorary appointments arising from partnerships working between a provider of NHS services and an HEI, but all Clinical Academic Professionals will undertake clinical practice as part of their role, combining this with post-doctoral research in their everyday role

### The broad purpose of the occupation is...

to provide specialist clinical practice as an expert registered health practitioner, as well as leadership in clinical research and service transformation to deliver significant improvements in care. They will implement innovative and cutting-edge evidence based and research informed practice that can improve patient care across the system of health and care. They deliver expert clinical care, provide clinical leadership, assess and appraise current practice delivery and evaluate and judge what to develop to further enhance patient care outcomes.

This dynamic and innovative occupation independently generates new knowledge about best treatment and care by actively seeking and implementing best evidence to improve health and care outcomes and experiences for patients and staff. Through ongoing clinical development and post-doctoral research, they apply expert knowledge and lead change strategically across whole systems in their everyday practice. They will operate at the 'leading edge' of their profession, developing and consolidating their clinical expertise and research independence through the development of novel, interdisciplinary research and clinical leadership. They lead the transfer and mobilisation of new knowledge and the use of implementation science methods, ensuring that the research undertaken is addressing high-priority questions relating to service delivery, optimising patient experience and outcomes, and that the value and impact of research activity is demonstrated at a service level. Throughout their career, the post-doctoral research they lead and collaborate in will challenge and inform whole system change, providing solutions to critical health and social care issues. They transform the way care is developed and delivered to patients, leading partnerships with patients and the public, clinical academic experts and other key stakeholders to make improvements locally, nationally and internationally.

Growth of this unique and evolving occupation is paramount as it is adding a critical dimension to the clinical workforce by combining clinical expert skills, quality improvement, service evaluation, post-doctoral research and education to transform systems and improve patient outcomes. This unique combination of knowledge, skills and behaviours within an occupation comprises a 'clinical academic' role. These roles are important to career development and retention of a highly skilled health care workforce and for making sustained evidence-based improvements in practice. Health Education England recognises the importance of clinical academic roles as an occupation of choice. They recognise that clinical academics are essential to the ongoing improvement of the NHS through their ability to use their clinical experiences to inform the research questions that need to be answered to improve the care of patients. Without the hands-on clinical exposure and integration in healthcare delivery teams that clinical academics provide, it would be impossible to set the local research agenda as vital front-line insight would be lost. Clinical academics also have a vital role in building research capability and capacity across the health and care professions and help to 'normalise' combined clinical & research roles in ways that are standard in medicine and dentistry. Clinical academics also provide an invaluable role model and advertisement for the importance of clinical research in improving the lives of patients and the delivery of care.

### In their daily work, an employee in this occupation interacts with...

- Patients, service users and carers in settings such as hospitals, clinics, general practices, patient/client homes, community clinics
- Other health and social care professionals for example, doctors, nurses, care workers, social workers, allied health professionals, pharmacists, healthcare scientists
- Students, including pre-registration and post-registration students, including those studying at doctoral level (and across a range of disciplines)

- Service leaders and managers including operational managers, research and development managers, practice development and educational leaders, learning and organisational development leaders.
- Participants recruited to research projects, these may be patients, staff, carers, family members.
- Academic research, learning and teaching staff, for example lecturers and academic staff across a range of disciplines, technicians and other teaching support staff.
- Commissioners and regulators of health and social care services
- Funding bodies such as the National Institute for Health Research, charitable organisations, Medical Research Council, Economic and Social Research Council
- Stakeholder groups and third sector organisations
- Multi-disciplinary research networks, including those designed to develop research capability and capacity and to support knowledge transfer and mobilisation in health and social care

Throughout their career Clinical Academic Professionals interact with other research staff and those employed by organisations who fund and support on-going clinical research, for example clinical research network staff, clinical trial delivery staff and national/international agencies. This work may be laboratory and office based, requiring national and international travel.

They work in multidisciplinary and inter-professional teams, which may be local or dispersed across multiple organisations and agencies. This may include international collaboration and virtual working.

#### [An employee in this occupation will be responsible for...](#)

being creative and innovative using their clinical and research expertise in everyday practice to improve patient experience and outcomes at both local organisation level, and across the health and care system, structurally analysing across whole systems with accountability for solving clinical issues and driving forward changes that have direct impact and value on quality, safety and cost-benefits.

Clinical Academic Professionals are responsible for evaluating identifying, designing and implementing innovative areas of health and social care research and applying the outcomes to their own and others' clinical practice. They lead on evidence-based service development and transformation to improve the quality and safety of care, leading and managing teams from across health and care organisations to plan and deliver clinical research solutions to address current gaps in care. They must generate income to support their post-doctoral research activity through appraising need, predicting cost and explaining and justifying the need and are responsible for managing their clinical and research budgets. As registered professional practitioners, they have accountability for managing their own work and clinical development, including the work of others in highly complex and unpredictable clinical situations. They are professional thought leaders, informing policy and practice guidelines on a local, national and international level.

As part of the clinical and academic team and departments they are accountable to, and work in partnership with, relevant operational and senior clinical academic leaders. This new and emerging occupation has responsibility for supporting the growth of a clinical academic workforce, providing leadership, supervision and mentorship for other clinical academic researchers.

#### [Typical job titles used for this occupation...](#)

Clinical Academic, Senior Clinical Academic, Lead Clinical Research Specialist, Senior Research Fellow, Clinical Lecturer, Senior Research Fellow, Clinical Research Fellow and Clinical Research Specialist

## Duties

### Occupation duties

Duty	Criteria for measuring performance	Days required to complete off the job training for this duty
<b>Duty 1:</b> Lead a range of improvement projects, including research studies, clinical audit, service improvement and service evaluation projects	Demonstrate effective leadership skills	90
<b>Duty 2:</b> Assess, evaluate and select priorities for the development of high quality and innovative health and social care improvement activity, including research studies, clinical audit, service improvement and service evaluation projects	Effectively justifies prioritisation of issues and gaps in service provision to drive improvement activities	15
<b>Duty 3:</b> Provide expert clinical care	Expert care is timely and in line with best practice guidance, relevant legislation, regulation, governance requirements and policies	32
<b>Duty 4:</b> Translate and interpret the outcomes of improvement activity into solutions which can be applied in clinical practice across health and social care systems	Accurately identifies, assesses and evaluates strategic impact and relevance of outcomes to organisations across the system	15
<b>Duty 5:</b> Disseminate outcomes from improvement activity through appropriate methods, for example publication, presentation and changes to policy and clinical guidelines	Communicates hypotheses, outcomes and conclusions clearly and effectively to specialist and non-specialist audiences appropriate to the selected medium	15
<b>Duty 6:</b> Prepare and submit persuasive and defensible grant applications to secure funding for clinical research	In line with funding body standards and procedures Applications describe persuasive and defensible arguments	5
<b>Duty 7:</b> Lead professional development activities for stakeholders and groups across the health and social care system.	Accurately identifies and delivers clinically relevant development activities across the system	14
<b>Duty 8:</b> Effectively manage clinical and research team members,	Demonstrate high quality management of team members, in line with legislation, employer policy and procedures	17

including multi-professional team members, research delivery staff and novice clinical academic researchers		
<b>Duty 9:</b> Teach and assess in NHS establishments and Higher Education Institutions	Meets or exceeds key performance indicators set out by employer in relation to teaching and assessing	10
<b>Duty 10:</b> Build strong external partnerships and foster collaboration from relevant stakeholders, including the public and patients	Demonstrates effective partnership working and collaborations with stakeholders	8
<b>Duty 11:</b> Advise on complex issues in relation to improvements in care, often in the absence of complete data	Communicates advice, ideas and conclusions clearly and effectively to specialist and non-specialist audiences	6

## Additional information

### Proposed Route:

Health and Science

### Typical duration of apprenticeship (months):

60

### Proposed occupational Level:

8

**Transferability:** the Institute expects that being competent in the duties you have listed in this proposal will mean that an individual will be able to undertake the occupation in all relevant types of employer. Please outline the steps you have taken to ensure that this will be the case and upload two examples of job adverts relating to the occupation (please only use this upload facility for this purpose. Any other information uploaded here will not be taken into account when reviewing your submission).

Following feedback from the initial proposal wider engagement and consultation has been undertaken with a variety of employers and professional groups relevant to this apprenticeship. The result of this work contributes to the overall standards and duties contained within this new proposal. Consultation has confirmed that the Clinical Academic Professional provides a much needed and supported opportunity to re-profile the nursing, midwifery, allied health profession, pharmacy and health care scientist workforce. This will enable practitioners to develop concurrent clinical and academic expertise, facilitating and embedding evidence into practice, undertaking vital improvement and innovations in care that has direct impact on the safety of patient care. They will have leadership for clinical practice and improvement, including research skills, service improvement, audit and service evaluation and act as key support for others across the health and social care system. The role will not be based on time-limited project but embedded into an organisational workforce and role that is essential for creating and sustaining the highest quality, safe and efficient care for patients and families. They will play a pivotal role in sharing new knowledge through daily working practices influencing clinical practice and policy and more formal routes such as publications, national and international conferences. There are local partnerships between HEI and NHS organisations to recruit, train and retain clinical academics. Health Education England (HEE), in partnership with the National Institute of Health Research (NIHR), funds and supports approximately 20-30 per year through the integrated clinical academic (ICA) scheme. However, these awards are insufficient to train the numbers of professionals required for in this workforce. The Association of UK University Hospitals (AUKUH) has declared an ambition that 1% of the NMAHP workforce will be in clinical academic roles by 2030 compared with the current 5% of the UK medical consultant workforce (Medical Schools Council 2016). This apprenticeship will be central to building capacity of this role with an estimated growth to 600 clinical academics by 2023.

In response to feedback from the submission of the first proposal, additional consultation with employers and professional groups has been undertaken, a summary of which is provided below:

- Consultation feedback has considered the title of the apprenticeship with unanimous agreement that this retain the words 'clinical' and 'academic'. This is essential to ensure that the role and its duties have clarity for employers and accurately identify the duties and contribution of this role to the workforce portfolio. A revised title of Clinical Academic Practitioner was considered however ongoing feedback from professional groups including those involved in clinical research delivery, Healthcare Science and Chartered Society of Physiotherapists, indicates that the term 'Professional' is more appropriate, thereby maintaining its distinction as an occupation unique from other practitioner and research roles within their remit. Therefore, we have proposed the title of 'Clinical Academic Professional' Degree Apprenticeship. This title captures the job descriptions and a role most frequently secured, maintains the unique combination of an occupation that has sustained clinical and research leadership and provides a complementary role profile for existing training schemes that focus on the provision of PhD training e.g. NIHR Fellowship programmes.

- Wider consultation with professional groups included in this apprenticeship proposal was also gained. In response to feedback from the first proposal submission, we clarify that this apprenticeship would be accessible to registered healthcare professionals outside medicine and dentistry. In response to initial feedback, directly consultation was held with medical and dentistry representatives who confirmed they had a well-established route for this development within existing career structures and role profiles.
- Discussions examined the impact of this on such a broad range of professional groups, including those that have rotational elements and agreement that there is sufficient scope and accuracy within the duties and measurable performance to ensure that the apprenticeship framework will allow for duties to fulfil the role.
- In-depth consideration has been given to the relevant off the job training required to fulfil the apprenticeship duties, with a sufficient balance provided to clinical and academic leadership development in order to ensure that it provides a role that is sustainable and directly impacts on care outcomes and staff development.
- It was agreed that pivotal to the Clinical Academic Professional's role is an active clinical component with up-to-date clinical competency, active registration with the relevant professional regulatory body and relevant knowledge and expertise linked to the research topic and clinical area. Registration as a healthcare professional (excluding medicine and dentistry) is a pre-requisite for this apprenticeship. To become a registered healthcare professional requires candidates to be aged 18+ at the start of the pre-registration training which usually takes a minimum of 3 years to complete. Registered professionals need to consolidate their practice over at least a period of 12 months for the completion of preceptorship and consolidation of registered professional status before they could begin this apprenticeship. Some may already be educated to Masters level. This apprenticeship would therefore be undertaken by those aged at least 22, and the final award be at Doctorate level.

Consultation with professional bodies confirms support for this apprenticeship, including those that have agreed to work on developing the relevant behaviours and skills should this proposal be accepted. We have also gained positive feedback from patient and public representatives who helped inform clarity on the explanations provided and confirmed their support for the Clinical Academic title.

Support for this proposal is confirmed across Trusts providing NHS funded care and Higher Educational Institutions and are supplemented by examples of written confirmation of support (please see attachment).

[Transferability uploads \(if any\):](#)

Clinical Academic Professional supporting documents.zip

[Please estimate the typical number of annual starts on your proposed apprenticeship standard:](#)

50

[What is the Standard Occupational Code \(SOC\) for the occupation?](#)

2219 - Health professionals n.e.c.

[Stand alone occupation: please confirm that the proposed apprenticeship relates to a stand alone occupation, and explain how it will fit in with any associated apprenticeship standards and list any further occupations for which you plan to submit proposals \(if you have no plans to submit further proposals please say so\).](#)

The Clinical Academic Professional provides registered healthcare professionals with a clinical academic career development pathway and forms part of a range of career pathways that healthcare professionals may take. The apprenticeship will build capacity at level 8, preparing individuals for a long and fulfilling post-doctoral career as a Clinical Academic Professional. The diagram shows how Clinical Academic Professional sits at the top of the clinical career pathway and its relationship to leadership/management and educational pathways.

A comparison of Clinical Academic Professional and other occupational standards at levels 6 and 7 is shown the attachment.

Whilst some overlap of knowledge, skills and behaviours between apprenticeship standards is inevitable, the Institute will not permit the development of new apprenticeship standards relating to occupations already covered by existing standards. This means that the proposed apprenticeship needs to be recognised and to stand alone. To help demonstrate this, you may wish to upload a diagram detailing how the proposed apprenticeship fits in with any related apprenticeships and reference where it fits within the relevant occupational map.

Occupational comparison.docx

Does professional recognition exist for the occupation?

No