

## University of Greenwich



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<b>First cohort start date:</b>	Sept 2024	<b>Cohort size:</b>	5 - 10
<b>Number of cohorts per year:</b>	1	<b>Length of course:</b>	36 months
<b>Scope of delivery:</b>		Regional	
<b>Delivery methods:</b>		Blended learning. Online delivery alongside in-person tuition at Avery Hill campus.	
<b>Number of academic hours covered by self-directed study:</b>		660 hours (independent learning)	
<b>Proportion of practice hours and academic hours required:</b>		<b>45% 'on-the-job training' (20 weeks per year)</b> <b>25% additional external placement experience</b> <b>30% academic tuition</b> Apprentices will complete 1600 hours theory and a minimum of 1600 hours practice. This will accommodate the on-the-job and off-the-job requirements.	
<b>Is a direct entry PA programme already offered?</b>		Will also be offered from Sept 2023	
<b>If so, will Apprenticeship cohorts share tuition with direct entry PA cohorts?</b>		Yes – they will share classroom (theory, skills and simulation) teaching	
<b>If all employer partners committed to rotation of placements, would the university coordinate placements for the cohort?</b>		The University would work in partnership with the employers to coordinate the placements	
<b>Application process</b>			
<ul style="list-style-type: none"> <li>• Recruitment will take place from April 2023. Applications, approved by the employer, are submitted to the Faculty Apprenticeship Manager with relevant certificates and residency documents to ensure that eligibility and entry requirements are met</li> <li>• Eligible applicants will be invited for interview and successful candidates will be offered a place and invited to register with the university</li> </ul>			

- The Faculty Apprenticeship Manager and Programme Leader maintain regular communications with employer Apprenticeship/Education Leads to inform them in advance of expected start dates and to coordinate recruitment

### Information

- Apprentices are taught alongside fee-paying students as the courses mirror each other
- Employers lead and work collaboratively with the university to ensure high-quality and wide-ranging off-the-job placements that will enrich the apprentice's experience enabling them to transfer skills to different contexts
- The apprentices/employers will have flexibility to determine with the University when and where off the job placement time will occur
- Academic face to face learning will adopt a blended approach using both on campus and on-line learning activities. Teaching will be front loaded in terms one and two providing more flexibility for on the job and off the job placements /additional placements in term three of each year
- Time is allocated for simulation/skills rehearsal, independent learning and personal tutorials
- The programme will have a staged structure; learners will be required to successfully complete each stage before progressing to the next:
  - Year 1 – a medical model and systems-based approach, clinical consultation skill development and how to use and apply research
  - Year 2 – a public health focus with a local, national and global context along with primary and community care medicine
  - Year 3 – a focus on complexity, acute intervention and understanding the role and contribution of medical and non-medical professions and emergency/urgent assessment and diagnosis in primary and secondary care. See below for details.

### Entry requirements

Apprentices will normally have:

- A bioscience-related first degree or
- Be registered with the Nursing and Midwifery Council as a Nurse or Midwife, or
- Be registered with the Health and Care Professions Council as an Allied Healthcare Professional

Additionally, apprentices will need to demonstrate:

- Level 2 English & Maths
- If educated in a language other than English and/or in a country where English speakers are in a minority, apprentices should have a minimum IELTS score of 7.0 or an equivalent rating in another Secure English Language Test
- DBS & OH clearance

### APEL process and support

Where learners have prior healthcare experience this can be recognised through the University's established RPL/RPEL policy, routinely used in Health Sciences to accelerate learners with experience through an accelerated Master's (in Nursing) programme. The apprentice and employer would be given a copy of the University RPL guidance booklet which includes advice on how to write a submission and what kind of evidence is acceptable/recommended.

These learners will submit a RPL/RPEL portfolio as part of their application process which will be assessed. Confirmation of any RPL/RPEL will be confirmed up to a maximum of 50% of programme hours. A bespoke programme is agreed with employers.

### Programme Structure

Year:	Modules Term 1:	Modules Term 2:	Modules Term 3:
<b>1</b>	Foundations of Clinical Medicine (30 credits)		
	Clinical Consultation skills (15 credits)		
		Research and critical appraisal skills (15 credits)	
	Practice Assessment Module (0 Credits)		
<b>Placements</b>	Placements - 'on the job' in own place of work	Placements - 'on the job' in own place of work	Placements - 'on the job' in own place of work and 'off the job' in alternative placements.
<b>2</b>	Applied Medical, Behavioural and Social Sciences (30 credits)		
	Primary and Community Care Medicine (30 credits)		
	Practice Assessment Module (0 Credits)		
<b>Placements</b>	Placements - 'on the job' in own place of work	Placements - 'on the job' in own place of work	Placements - 'on the job' in own place of work and 'off the job' in alternative placements.
<b>3</b>	Clinical Medicine and Surgery (15 credits)		
		Time critical assessment and decision-making skills (15 credits)	
	Quality Improvement Project (30 credits)		
	Practice Assessment Module (0 Credits)		
<b>Placements</b>	Placements - 'on the job' in own place of work	Placements - 'on the job' in own place of work	Placements - 'on the job' in own place of work and 'off the job' in alternative placements.

The teaching will be front loaded in terms one and two with the majority of clinical placements in term three.