

## Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical learner might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to learner and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a learner's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate. Any changes will be balanced against our obligations to learners as set out in our Student Agreement and Apprentice Agreement and will be discussed with and communicated to learners in an appropriate and timely manner.

## Basic Course Information

Final award and title	PGCert Enhanced Clinical Practice (Apprenticeship)		Course Code	PGECPA
FHEQ level and credit of final award	Level 7			
Intermediate awards titles	N/A			
FHEQ level and credit of intermediate award	N/A			
Awarding Institution	Health Sciences University			
Teaching Institution	Health Sciences University			
Apprenticeship	Enhanced Clinical Practitioner			
Apprenticeship Code	ST0895	Apprenticeship Level	6	
End Point Assessment Type	Non-Integrated			
Apprenticeship Duration	11 months to EPA			
Planned off the job learning hours protected learning time	439 Hours			
End Point Assessment preparation hours after gateway	0 (non-integrated)			
Apprenticeship review date	May 2026			
Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	N/A			
Duration of PSRB accreditation/ recognition where applicable)	N/A			
Mode of study	Apprenticeship			
Standard length of course	14 months to end of EPA			
Language of delivery	English			

<b>Place of delivery</b>	Health Sciences University - London, Bournemouth
<b>UCAS code (where applicable)</b>	N/A
<b>HECOS Code(s)</b>	100260
<b>Date Course initially approved</b>	30 October 2024
<b>Version number</b>	1.1
<b>Date this version approved</b>	31 July 2025
<b>Academic year from which this applies</b>	2025/26
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## Course Overview

### 1. Admissions regulations and entry requirements

#### Admissions Regulations

The regulations for this Course are the University's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

#### Entry Requirements

The detailed entry requirements for the course may be found from the relevant course page on the University [website](#).

#### Recognition of Prior Learning (RPL)

Health Sciences University has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

### 2. Aims of the course

The Enhanced Clinical Practice Apprenticeship provides a comprehensive pathway for career progression and enhancing clinical expertise, aimed at health and social care professionals wishing to develop their skills and move to an enhanced level of practice. The course aims to equip healthcare professionals with a solid foundation in complex reasoning, education, leadership, and research.

The aims of the course are to help learners be able to:

- demonstrate safe and effective person-centred care with a particular focus on clinical reasoning, decision making and risk management and care management planning
- demonstrate the delivery of enhanced level care, using the application of anatomy, physiology and psychosocial factors within assessment and diagnostic processes, providing interventions and utilising appropriate equipment within your scope of practice
- evaluate the impact of own leadership behaviours to be a confident, inclusive, and supportive leader contributing to a culture of continuous improvement
- use critically informed evidence-based approaches to advocate and lead operational and transformational change in complex situations and systems
- achieve a critical understanding of the principles and theories of education to an enhanced level; to develop, deliver and evaluate effective learning opportunities for all stakeholders

## 2. Aims of the course

- act as an expert resource, promote, lead, and monitor effective education in challenging environments for specialist and non-specialist audiences; encouraging the use of education to inform innovative clinical practice to enhance the well-being of others
- construct appropriate research design and audit techniques to evaluate practice to identify quality improvement processes to enhance provision
- demonstrate the ability to systematically search, gather and select, and critically appraise data, to inform professional practice, decision-making and service design

## 3. Course Learning Outcomes and Knowledge, Skills and Behaviours (KSBs): what apprentices will be expected to achieve as set out in the Apprenticeship Standard

The **KSBs and learning outcomes mapping document** in Appendix 3 shows the relationship between the KSBs and ILOs for units and the overarching KSBs and ILOs of the course.

<b>Knowledge</b>	<p><b>K1:</b> Tools and techniques used to systematically search, select and present evidence.</p> <p><b>K2:</b> Techniques to critically appraise evidence such as local and national quality standards and frameworks and ways to relate this to own practice.</p> <p><b>K3:</b> Requirements of their on-going professional registration and code of conduct in relation to their scope of practice such as when and how to escalate or refer in line with defined scope of practice.</p> <p><b>K4:</b> How to appraise the relevance of available tools and techniques to the clinical situation and own scope of practice.</p> <p><b>K5:</b> Legislation, clinical frameworks, contemporaneous evidence-based practice guidelines, outcomes from clinical audit and algorithms to support decision making.</p> <p><b>K6:</b> Anatomy and physiology and pathophysiology to support complex holistic patient assessment including the underlying psychological, social and long-term impact of illness.</p> <p><b>K7:</b> Tools and techniques to critically evaluate clinical information to inform decision making and care management planning.</p> <p><b>K8:</b> Underpinning anatomy and complex applied physiology, disease, toxicities, treatments and interventions which guide the selection of specialist diagnostics.</p> <p><b>K9:</b> Methods to support complex intervention decision making aligned to national and international guidelines.</p> <p><b>K10:</b> Principles and theories of co-production, health coaching, peer support and self-management used to build knowledge, skills and confidence to enable patient self-management.</p> <p><b>K11:</b> Diverse sources of information and evidence to underpin decision making and techniques to interpret and assimilate a diverse range of information and evidence.</p> <p><b>K12:</b> Principles and theories of coaching used in supporting others in complex clinical decision making and care delivery.</p> <p><b>K13:</b> Principles and theories of leadership and role modelling.</p> <p><b>K14:</b> Tools and procedures for conducting a training needs analysis.</p> <p><b>K15:</b> Teaching, learning and assessment theories, techniques, innovations and models relevant to the educational activity including ways to facilitate a positive learning environment.</p> <p><b>K16:</b> Models, tools and frameworks for receiving and providing constructive feedback.</p> <p><b>K17:</b> Principles of different communication strategies and theories, communication modes (written, digital, verbal, non-verbal) and clinical communication tools.</p> <p><b>K18:</b> Models and theories for negotiating and mediating, such as de-escalation and diffusing strategies.</p>
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	<p><b>K19:</b> Communication strategies and tools used to share complex information with different audiences and individuals.</p> <p><b>K20:</b> Principles of change management and co-production to support clinical innovation in the workplace.</p> <p><b>K21:</b> Local and national approaches and planning processes to support quality improvement.</p> <p><b>K22:</b> Service evaluation, research and audit techniques to support quality improvement processes within area of enhanced clinical practice.</p> <p><b>K23:</b> The role and impact of reflection in improving clinical practice and best-practice methods for clinical supervision.</p> <p><b>K24:</b> Signs and pathophysiology of deterioration or distress in mental, physical, cognitive and behavioural health in own scope of practice.</p> <p><b>K25:</b> Protocols and systems used to plan, prioritise and direct resources within area of enhanced clinical practice and how to escalate to and engage others when working at the boundaries of scope of practice.</p> <p><b>K26:</b> Evidence-based strategies to manage clinical risk in enhanced clinical practice.</p> <p><b>K27:</b> Principles of psychological well-being, the importance of maintaining own and others well-being and counselling techniques used within own scope of practice.</p> <p><b>K28:</b> Employer policy and procedures for resource management and reporting.</p> <p><b>K29:</b> Strategies to plan and prioritise resources and manage immediate and longer-term service requirements.</p> <p><b>K30:</b> Local, regional, and national strategic priorities for patient populations within area of specialist practice.</p> <p><b>K31:</b> Principles of mentoring and preceptorship and how these differ from counselling, coaching and teaching.</p> <p><b>K32:</b> Local appraisal policy and systems and own responsibility in relation to appraisal of others.</p>
<b>Skills</b>	<p><b>S1:</b> Conduct systematic literature searches to source evidence to inform enhanced clinical practice.</p> <p><b>S2:</b> Critically appraise evidence and use findings to plan and provide enhanced patient-centred clinical care.</p> <p><b>S3:</b> Provide enhanced clinical care in line with professional registration, code of conduct and defined scope of practice, being responsible and accountable for own decisions, actions and omissions.</p> <p><b>S4:</b> Select available tools, technologies and techniques needed to perform complex and holistic assessments.</p> <p><b>S5:</b> Assimilate, synthesise and apply complex information to promote and advocate best interests of others, upholding the principles of safeguarding and evidence-based practice.</p> <p><b>S6:</b> Undertake holistic patient-centred assessments using available tools, technologies and techniques.</p> <p><b>S7:</b> Analyse the data arising from the assessment process to inform clinical decision-making.</p> <p><b>S8:</b> Identify, request and interpret specialist diagnostics within own scope of practice to inform the delivery and management of specialist care for patients and families.</p> <p><b>S9:</b> Develop, implement and evaluate an enhanced care management plan which may include interventions and referral to other members of the multidisciplinary team or other agencies.</p> <p><b>S10:</b> Prepare and support patients and families to manage their own health and care as independently as possible.</p> <p><b>S11:</b> Interpret, assimilate and draw conclusions using diverse sources of information and evidence to inform clinical reasoning.</p> <p><b>S12:</b> Direct others to sources of information and evidence, coaching and supporting them in applying information and evidence in complex clinical decision making.</p>

	<p><b>S13:</b> Provide leadership within scope of own role and positive role-modelling for others in the multidisciplinary team.</p> <p><b>S14:</b> Identify training and education needs of others in the workplace.</p> <p><b>S15:</b> Plan and facilitate the delivery of practice-based education, training and assessment activities.</p> <p><b>S16:</b> Evaluate the effectiveness of training and education activities.</p> <p><b>S17:</b> Use communication strategies suitable for a variety of situations including sensitive and distressing topics.</p> <p><b>S18:</b> Use strategies to manage conflict and challenge.</p> <p><b>S19:</b> Discuss complex information with patients, their families, the multi-disciplinary team and other agencies.</p> <p><b>S20:</b> Challenge ineffective systems and processes and support others to identify the need for change within their area of enhanced clinical practice.</p> <p><b>S21:</b> Contribute to quality improvement plans and strategies to support a culture of continuous quality improvement within area of enhanced clinical practice.</p> <p><b>S22:</b> Participate in quality improvement activities, such as audit, service evaluations and research projects within area of enhanced clinical practice.</p> <p><b>S23:</b> Reflect on own and others' practice using clinical supervision processes.</p> <p><b>S24:</b> Identify and act on evidence of unexpected change or patient deterioration within own scope of practice.</p> <p><b>S25:</b> Manage self and others in unpredictable and complex environments, instigating clinical interventions where protocols may not be available.</p> <p><b>S26:</b> Identify and manage risk to patient safety and others in an unpredictable and complex environment.</p> <p><b>S27:</b> Counsel patients, family, carers and others to manage psychological well-being of self and others.</p> <p><b>S28:</b> Contribute to efficient resource management within the workplace.</p> <p><b>S29:</b> Plan, prioritise and deliver enhanced clinical care within a defined resource.</p> <p><b>S30:</b> Contribute to the drafting of business cases or project proposals.</p> <p><b>S31:</b> Provide mentorship, opportunity for peer-learning and constructive feedback to guide, support, motivate and develop others in the multidisciplinary team.</p> <p><b>S32:</b> Contribute to the appraisal of individuals in the multidisciplinary team.</p>	
<b>Behaviours</b>	<p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.</p> <p><b>B2:</b> Show respect and empathy for those you work with.</p> <p><b>B3:</b> Be adaptable, reliable and consistent.</p>	
<b>Core Apprenticeship Curriculum</b>	<p>CAC1: Democracy, Individual Liberty, Respect and Tolerance, Rule of Law</p> <p>CAC2: Equality and Diversity</p> <p>CAC3: Further Development of Maths and English</p> <p>CAC4: Careers and Personal Development</p> <p>CAC5: Safeguarding and Prevent</p>	
<b>This course provides opportunities for learners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</b>	<b>The methods used to enable outcomes to be achieved and demonstrated are as follows:</b>	
<p><b>Subject Knowledge and Understanding</b></p> <p>Having successfully completed this course, learners will be able to demonstrate knowledge and understanding of:</p> <p>A1 Relevant anatomy and physiology and pathophysiology to apply to the gathering,</p>	<p><b>Teaching and Learning Methods</b></p> <p>A1 - practicals, simulation activities, online quizzes, clinical skills, peer discussions, reflections</p> <p>A2 - clinical skills, peer discussions, reflections</p> <p>A3 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p>	

<p>synthesis, and assessment information for clinical assessment as relevant to the clinical pillar of practice</p> <p>A2 Determinants of health to support health promotion, prevention &amp; rehabilitative measures, empowering individuals towards self-management and behaviour change.</p> <p>A3 Current insights into their scope of practice, including key aspects of professional practice and international, national and local policies, guidelines and evidence informing practice in their profession.</p> <p>A4 The principles that underpin enhanced practice, including person-centred practice, evidence-based practice, decision-making processes, educational theories, and leadership and professional values.</p> <p>A5 The methods, process and factors involved in quality improvement projects</p>	<p>A4 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p> <p>A5 - online resources, group discussions, action learning sets</p> <p><b>Assessment Methods</b></p> <p>A1 - Objective Structured Clinical Examination (OSCE), poster presentation and question and answer session</p> <p>A2 - poster presentation and question and answer session</p> <p>A3 - portfolio and critical narrative, poster presentation and question and answer session</p> <p>A4 - portfolio and critical narrative, poster presentation and question and answer session</p> <p>A5 - portfolio and critical narrative</p>
<p><b>Cognitive Skills</b></p> <p>Having successfully completed this course, learners will be able to:</p> <p>B1 Demonstrate originality in the application of the current knowledge base and competence of skills and professional behaviour to their own professional practice area, according to established principles and best evidence.</p> <p>B2 Critically evaluate professional practice, identifying learning needs to develop and improve in a professional role.</p> <p>B3 Demonstrate ability to critically appraise, interpret, and synthesise theory, research, and practice and apply to professional practice.</p> <p>B4 Demonstrate self-direction and originality in tackling and solving complex issues, communicating knowledge, skills, expertise which inform approaches.</p> <p>B5 Reflect on clinical practice, engage with stakeholders and critically analyse literature and policy to plan and design a quality improvement project</p>	<p><b>Teaching and Learning Methods</b></p> <p>B1 - online resources, group discussions, action learning sets, practicals, simulation activities, online quizzes, clinical skills, peer discussions, reflections</p> <p>B2 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p> <p>B3 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p> <p>B4 - online resources, group discussions, action learning sets, practicals, simulation activities, online quizzes, clinical skills, peer discussions, reflections</p> <p>B5 - online resources, group discussions, action learning sets</p> <p><b>Assessment Methods</b></p> <p>B1 - portfolio and critical narrative, Objective Structured Clinical Examination (OSCE), poster presentation and question and answer session</p> <p>B2 - portfolio and critical narrative, poster presentation and question and answer session</p> <p>B3 - portfolio and critical narrative, poster presentation and question and answer session</p> <p>B4 - portfolio and critical narrative, Objective Structured Clinical Examination (OSCE), poster presentation and question and answer session</p> <p>B5 – portfolio and critical narrative</p>
<p><b>Practical Skills</b></p> <p>Having successfully completed this course, learners will be able to:</p> <p>C1 Critically appraise and demonstrate competence in taking a comprehensive, structured patient</p>	<p><b>Teaching and Learning Methods</b></p> <p>C1 - practicals, simulation activities, online quizzes clinical skills, peer discussions, reflections</p> <p>C2 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p>

<p>history, using therapeutic communication techniques whilst practicing within your scope of practice demonstrating responsibility and accountability for decisions, actions and omissions.</p> <p>C2 Critically reflect on their advanced skills necessary for their scope of practice, including utilising a problem-solving approach, communication, and leadership skills.</p> <p>C2 Critically apply the principles of theories of teaching and learning to develop and deliver effective education interventions.</p> <p>C4 Identify, evaluate and maintain leadership capabilities to support effective working within their scope of practice.</p> <p>C5 Demonstrate advanced skills and originality in quality improvement based on reflective practice and critical thinking.</p>	<p>C3 - online resources, group discussions, action learning sets</p> <p>C4 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p> <p>C5 - online resources, group discussions, action learning sets</p> <p><b>Assessment Methods</b></p> <p>C1 - Objective Structured Clinical Examination (OSCE), poster presentation and question and answer session</p> <p>C2 - portfolio and critical narrative, poster presentation and question and answer session</p> <p>C3 - portfolio and critical narrative</p> <p>C4 - portfolio and critical narrative, poster presentation and question and answer session</p> <p>C5 - portfolio and critical narrative</p>
<p><b>Transferable skills</b></p> <p>Having successfully completed this course, learners will be able to:</p> <p>D1 Demonstrate initiative and personal responsibility to undertake reflective, evidence-based and person-centred practice, and learning ability for continuing professional development.</p> <p>D2 Demonstrate decision-making in complex and unpredictable situations through the effective use of information to make sound judgements and support learning, practice, and research activities.</p> <p>D3 Effectively communicate findings and conclusions to specialist and non-specialist audiences.</p> <p>D4 Apply a systematic understanding and knowledge of theories and the evidence-based surrounding leadership and education within own clinical setting</p> <p>D5 Analyse and critically reflect on current practice and identify potential improvements through the planning and design of a quality improvement project.</p>	<p><b>Teaching and Learning Methods</b></p> <p>D1 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p> <p>D2 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p> <p>D3 - online resources, group discussions, action learning sets, practicals, simulation activities, online quizzes, clinical skills, peer discussions, reflections</p> <p>D4 - online resources, group discussions, action learning sets</p> <p>D5 - online resources, group discussions, action learning sets</p> <p><b>Assessment Methods</b></p> <p>D1 - portfolio and critical narrative, poster presentation and question and answer session</p> <p>D2 - portfolio and critical narrative, poster presentation and question and answer session</p> <p>D3 - portfolio and critical narrative, Objective Structured Clinical Examination (OSCE), poster presentation and question and answer session</p> <p>D4 - portfolio and critical narrative</p> <p>D5 - portfolio and critical narrative</p>
<p><b>Professional competencies</b></p> <p>Having successfully completed this course, learners will be able to:</p> <p>E1 Critically review their person-centred and collaborative approach to diagnostic decision-making, for appropriate management of evidence-based therapeutic interventions.</p> <p>E2 Understand the importance of lifelong and independent learning required for continuing professional development, including the</p>	<p><b>Teaching and Learning Methods</b></p> <p>E1 - clinical skills, peer discussions, reflections</p> <p>E2 - online resources, group discussions, action learning sets</p> <p>E3 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p> <p>E4 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p> <p>E5 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections</p>

demonstration of intellectual progression with a professional development portfolio.	
E3 Work collaboratively with colleagues, in ways that best serve the interests of stakeholders, demonstrating flexibility, adaptability and a problem-solving approach.	<b>Assessment Methods</b> E1 - poster presentation and question and answer session E2 - portfolio and critical narrative E3 - portfolio and critical narrative, poster presentation and question and answer session E4 - portfolio and critical narrative, poster presentation and question and answer session E5 - portfolio and critical narrative, poster presentation and question and answer session
E4 Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.	
E5 Recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.	

## Course Structure

### 4. Outline of course content

The aims of this apprenticeship are mapped directly against the NHS England (2024) Allied Health Professions Enhanced Level Practice Schemas with Model Curricula. The curricula framework is set out across eight core Enhanced Level Practice domains which are aligned to the four pillars of professional practice. Each profession-specific curriculum uses these as a foundation, with the inclusion of additional profession-specific domains to reflect Enhanced Practice within that profession. The course aims are taken from the enhanced level practice domains: clinical practice, leadership, education and research. The content of the units is underpinned by five main areas:

- Advancing your clinical knowledge and skills within your scope of practice
- Encourage proactive leadership within your team and system
- Facilitate education practice
- Develop evidence-based practice
- Support autonomous professional practice

The course consists of four units:

You will first undertake EPA7001 Fundamentals of Enhanced Clinical Practice for AHPs, followed by either: EPA7002 Clinical Assessment for Enhanced Practice or EPA7003 Clinical Assessment for Enhanced Musculoskeletal Practice. You will choose an optional unit based on your scope of practice:

- EPA7004 Enhanced Practice in Acute, Urgent and Emergency Care
- EPA7005 Enhanced Practice for Mental Health Services
- EPA7006 Enhanced Practice for Primary, Community and Social Care
- EPA7007 Enhanced Practice in Frailty and Ageing
- EPA7008 Enhanced Practice in Children and Young People's Services

After completion of the units and relevant gateway criteria for the end-point assessment, you will complete the end-point assessment.

A course diagram can be seen in Appendix 1.

### 5. Tripartite arrangements, placements, work-based learning and End Point Assessment (and any other special features of the course)

#### Work-based learning and workplace supervision

You will already be working as an allied health practitioner before commencing this course and as such are working in an appropriate workplace setting for your learning and professional development on the apprenticeship. You will attend Health Sciences University on a part-time basis from your employment. You will be working in an appropriate role where you will be able to professionally develop in your own workplace



## 5. Tripartite arrangements, placements, work-based learning and End Point Assessment (and any other special features of the course)

and will be able to seek out opportunities to observe and undertake learning experiences within other areas of practice on an informal basis.

### Tripartite review structure and process

Tripartite progress reviews take place a minimum of every 12 weeks with you, your workplace supervisor, and apprenticeship tutor. This provides an opportunity to review your progress towards the targets set out in your training plan. Tri-partite reviews will consist of a discussion to:

- Check progress against the relevant apprenticeship standard, discuss personal and career development, including any successes and achievements
- Review off-the-job learning hours and attendance
- Discuss and review your learning and any additional support needs
- Agree future targets and objectives and identify any improvements that could be made, discuss the preparation for the end-point-assessment
- Identify any revisions required to the learning plan
- Feedback on the apprenticeship or any concerns about employer support, or time for off-the-job training

### Gateway criteria and portfolio requirements

The EPA period should only start once your employer is content that you are consistently working at or above the level set out in the occupational standard, so you are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the University, but the decision must ultimately be made solely by your employer.

The EPAO determines when all gateway requirements have been met and your EPA period will only start once the EPAO has confirmed this. In addition to your employer's confirmation you must have completed the following gateway requirements prior to beginning EPA:

Gateway criteria are:

- Achieved English and Mathematics Level 2
- Evidence of completion of the required off the job learning hours

The EPA has two elements of assessment as outlined below. Assessment 1 is a Quality Improvement Project. The project's subject, title and scope in the form of a proposal briefing will need to be completed and submitted to the EPAO and this will be signed off within a maximum of 3 weeks of the gateway being passed. The quality improvement proposal's subject, title and scope will be agreed between the employer and the EPAO at the gateway. This should demonstrate that the project will provide sufficient opportunity for you to cover the KSBs mapped to this method. The brief summary is not assessed and should be no more than 500 words, and must provide the independent assessor with assurance that all of the KSBs mapped to this assessment method will be evidenced in the full quality improvement proposal report.

Assessment 2 is a professional discussion, which is underpinned by a portfolio of evidence that you will complete during the on-programme period of the apprenticeship. The portfolio should contain evidence related to the KSBs that will be assessed by this assessment method. The portfolio of evidence will typically contain 12 discrete pieces of evidence mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

workplace documentation/records, for example:

- workplace policies/procedures, records
- witness statements
- critical incident analysis
- case-based discussions
- supporting an intervention
- teaching or advice and guidance resource (e.g. discharge letter, delivery of

## 5. Tripartite arrangements, placements, work-based learning and End Point Assessment (and any other special features of the course)

education session etc)

- clinical supervision reflection
- work-based assessment
- evidence of ongoing professional development

The portfolio should not include reflective accounts or any methods of self-assessment except where evidencing K23 or S23. Your employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions. All of the evidence provided must be valid and attributable to you and the portfolio of evidence must contain a statement from the employer and you confirming this. You must submit your portfolio of evidence to the EPAO at the gateway.

### EPA Overview

The EPA will be completed within an EPA period lasting typically 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

The EPA is made up of two components:

End-point assessment method 1: Quality improvement proposal report with question and answer session, graded:

- fail
- pass

End-point assessment method 2: Professional discussion underpinned by portfolio of evidence, graded:

- fail
- pass
- distinction

The Overall EPA / apprenticeship will be graded:

- fail
- pass
- distinction

### Preparation for EPA and EPA overview

Preparation for end point assessment starts from EPA7001 as you are required to develop a portfolio of evidence from the outset of the apprenticeship. This portfolio will allow you to build evidence which can be used to underpin the professional discussion which is the second assessment method of the EPA. Within the portfolio of evidence, you will submit a quality improvement report, business plan and reflection, which will enable you to look towards the QIP proposal report as EPA assessment method 1. Within this unit you will also complete a SWOT analysis which will enable you to look towards the EPA and understand where the gaps are within your knowledge skills and behaviours. This unit is targeted at achievement of the three nonclinical pillars.

The summative assessment in your choice of EPA7002 or EPA7003 is clinically orientated with the completion of an Objective Structured Clinical Examination (OSCE). The preparation for the assessment will be useful to support the professional discussion element of the EPA. The OSCE will include discussion around your clinical decision-making processes which will help to develop your questioning ability for EPA. Within your optional unit (EPA7004, EPA7005, EPA7006, EPA7007 or EPA7008), the summative assessment will enable you to deliver a presentation, enhancing your presentation skills in preparation for EPA.

## 6. Course structure, levels, units, credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided in Appendix 1.

The **KSBs and learning outcomes mapping document** in Appendix 2 and Appendix 3 shows the relationship between ILOs for units, KSBs and the overarching ILOs of the course.

The **Course summary** in Appendix 4 and Appendix 5 shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/ workload for each unit.

## 7. Learning hours/ workload

The total off the job learning hours are set out in the **Planned Learning Hours/ Credits matrix** in Appendix 4.

This is the indicative planned off the job / protected learning time designed and planned for a typical apprentice to achieve the level of competence required to successfully achieve this apprenticeship. This is the indicative time that the apprentice will need to plan for and set aside during their paid working hours to achieve the Knowledge Skills and Behaviours required in this unit. You may need more, or less time – this time is a guide.

**Off the job learning log** You are required to maintain a live log of the activities, learning and time that you spend undertaking your apprenticeship. This record of progress and achievement will be reviewed regularly by the university to confirm that you are being provided with the protected learning time planned and you are achieving the progress planned in your Training Plan

Off the job learning is prescribed in the following ways;

**Learner contact time** is a broad term, referring to the amount of time you can expect to engage with University staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a learner and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to-face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified time-frame.

Opportunities for one-to-one interaction with members of staff, during which you can receive individual help or personalised feedback on your progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email for e.g. is another example of contact time.

**Tri-partite progress reviews** take place four times every year of your apprenticeship with your coordinating workplace supervisor and university apprenticeship tutor. This meeting is a formal, mandatory review of your progress towards meeting the KSBs in your apprenticeship and preparation for your End-point Assessment. This review will also review your progress in meeting the protected learning time for off the job learning required by the apprenticeship. At this meeting we will review your progress and set objectives for the next phase in your learning. We will check that you are able to make the progress at work required and that you are on target to achieve your apprenticeship, based on your achievements in learning and at work. You and your employer will sign and return the record of this meeting and any action plans arising.

**Independent study** incorporates learner-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks,

Independent study helps you build an understanding of how to manage your own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning

## 7. Learning hours/ workload

**Tutor-guided learning** covers specific learning activities that you are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

**Work-based learning** – You will negotiate your mandatory off-course (both on-the-job and off-the-job) hours, based on your agreed, signed, individual training plan. This is critical and a mandatory requirement for ensuring you are enabled to apply knowledge, skills and behaviours from your overall academic and work-based learning into your practice.

## 8. Staff supporting and delivering the course

Apprentices will be taught by Health Sciences University academic staff and qualified professional practitioners with relevant expertise. All apprentices will be allocated an apprenticeship tutor who will lead their tripartite progress

## 9. Academic progression and assessment regulations

The regulations for this course are the University's Assessment Regulations which may be found from the [Latest Policies webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

## 10. Employment progression routes

This apprenticeship will lead to you working as an Enhanced Clinical Practitioner. This can help to facilitate your career progression within your profession and enhance your scope of practice. Those working at enhanced practice level, occupy a space before advanced practice in terms of the management of complexity and uncertainty. Enhanced practice can be a precursor to advanced practice, or it can be a valued workplace destination in itself, offering services and patients a consistent level of expertise. The NHS Long Term Workforce Plan (2023), highlights the future will see more staff in enhanced roles, who will be able to maximise their own skillset. There is a focus in the plan on expanding enhanced, advanced and associate roles to offer modernised careers, with a stronger emphasis on the generalist and core skills needed to care for patients with multimorbidity, frailty or mental health needs.

This course will also provide a foundation of the four pillars of advanced practice, to facilitate learners who wish to progress to an Advanced Clinical Practitioner. Internal progression to our MSc Advanced Clinical Practice or MSc Advanced Clinical Practice (Integrated Degree Apprenticeship) . Many employers are now advertising posts for trainee Enhanced Clinical Practitioners at AFC Band 6 with progression to a Band 7 role upon completion. Moving towards an advanced practice role will then lead to career progression to an AFC Band 8a.

## 11. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which will need to be met for full participation in and successful completion of the course. Mandatory additional costs should be met by the employer. Optional costs may be met by the apprentice. Employers and apprentices will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which apprentices and employers may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to apprentices on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

## 12. Methods for evaluating the quality of learning and teaching

A Course Steering Committee meeting is held at least four times a year, for every course at the University, including apprenticeship courses. Apprentice representatives are included in every Course Steering Committee meeting and have the opportunity to feedback on their learning experiences.

The Course Steering Committee is responsible for maintaining the academic standards of the course, and ensuring that it operates in accordance with the approved course specification. The Course Steering Committee is also responsible for maintaining and enhance the quality of opportunities for learners on the course, ensuring that issues requiring improvement are addressed, and good practice shared.

The Course Steering Committees for apprenticeship courses have additional and specific responsibilities for monitoring and ensuring compliance with external regulatory requirements.

In addition, the quality of the University's courses is monitored and assured, both inside and outside the institution, through the following mechanisms:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years
- Appointed external examiners, who produce an annual report
- Professional body accreditation and annual reports to these bodies
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board

Apprentices have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Providing feedback via the tripartite progress review meetings
- Completing surveys annually to give feedback on individual units and on the course as a whole
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative or engaging with the elected learner representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course

## 13. Inclusivity statement

Health Sciences University is committed to being an institution where learners and staff from all backgrounds can flourish. Health Sciences University recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy.

We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

Health Sciences University seeks to ensure that all learners admitted to our courses have the opportunity to fulfil their educational potential. The interests of learners with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

## 14. External reference points

This course is mapped to the descriptors for higher education qualifications at level 7 on the FHEQ set out within the UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024) and the Apprenticeship Enhanced Clinical Practitioner standard (ST0895).

The course has been developed in line with the following appropriate external reference points including:

#### 14. External reference points

- Characteristics Statement Higher Education in Apprenticeships (2022)
- Knowledge and Skills Framework (2010)
- A Health and Care Digital Capabilities Framework (2018)
- Allied Health Professions Enhanced Level Practice Schemas with Model Curricula (2024)
- IfATE Apprenticeship Quality Statement
- ESFA Funding Rules (2024)
- Ofsted Education Inspection Framework (2019, updated 2023)
- ESFA Apprenticeship Accountability Framework (2023, updated 2024)

#### 15. Internal reference points and policy frameworks

Health Sciences University Strategic Plan  
Health Sciences University Course Design Framework  
Health Sciences University Feedback on Assessments policy  
The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

#### Record of Modifications

##### Course level

Description of Modification	Date approved	Intake to which modification applies
Increased off-the-job hours to meet updated funding rules for apprenticeships	ASQC- 31.07.2025	September 2025 and all future
Decreased length of course (to 11 months) and length of EPA (to 3 months)		

##### Unit level

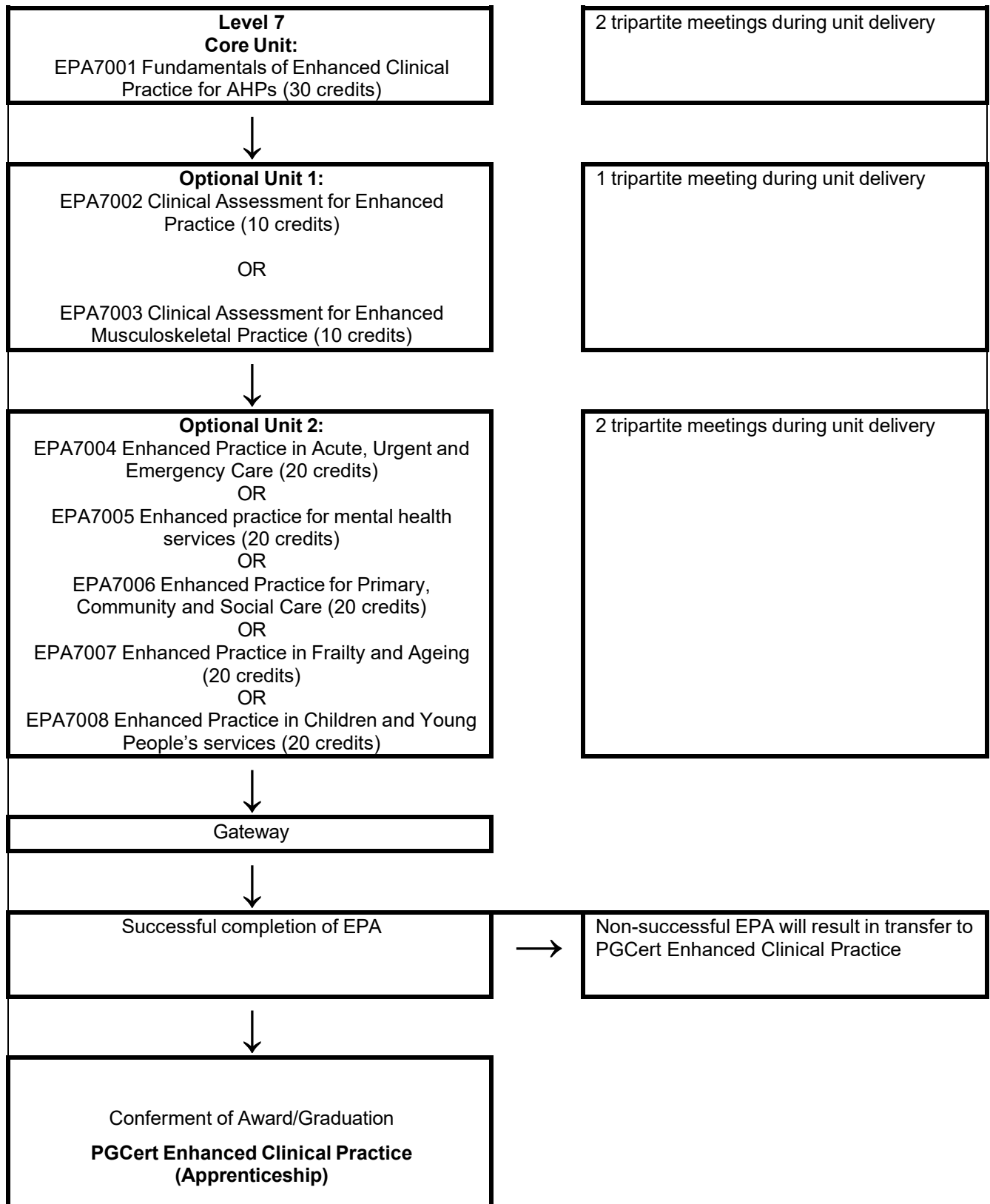
Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

## Appendix 1

### Course Diagram

The level of study, units and credits required for the course and for final and exit awards are set out in this **course diagram**.

Also included are the **tri-partite progress review schedule**, **EPA elements** and the **gateway review point(s)**.



## Appendix 2

### Course Outcomes

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template

		Course Outcomes																								
Unit Code	Level	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	E4	E5
EPA7001	7			TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA*	TDA	TDA	TDA
EPA7002	7	TDA					TDA			TDA		TDA							TDA							
EPA7003	7	TDA					TDA			TDA		TDA							TDA							
EPA7004	7	DA	TDA	TDA	TDA		DA	TDA	TDA	DA		DA	TDA		TDA		TDA	TDA	DA			TDA		TDA	TDA	TDA
EPA7005	7	DA	TDA	TDA	TDA		DA	TDA	TDA	DA		DA	TDA		TDA		TDA	TDA	DA			TDA		TDA	TDA	TDA
EPA7006	7	DA	TDA	TDA	TDA		DA	TDA	TDA	DA		DA	TDA		TDA		TDA	TDA	DA			TDA		TDA	TDA	TDA
EPA7007	7	DA	TDA	TDA	TDA		DA	TDA	TDA	DA		DA	TDA		TDA		TDA	TDA	DA			TDA		TDA	TDA	TDA
EPA7008	7	DA	TDA	TDA	TDA		DA	TDA	TDA	DA		DA	TDA		TDA		TDA	TDA	DA			TDA		TDA	TDA	TDA



## Appendix 3

### KSBs and Learning outcomes mapping

The map of units to the knowledge, skills and behaviours required to demonstrate competency in the apprenticeship Standard (this refers to the unit map included in each unit specification)

KNOWLEDGE								
	EPA7001	EPA7002	EPA7003	EPA7004	EPA7005	EPA7006	EPA7007	EPA7008
K1	*							
K2	*							
K3	*							
K4		*	*	*	*	*	*	*
K5		*	*	*	*	*	*	*
K6		*	*	*	*	*	*	*
K7		*	*	*	*	*	*	*
K8		*	*	*	*	*	*	*
K9		*	*	*	*	*	*	*
K10	*			*	*	*	*	*
K11	*							
K12	*							
K13	*							
K14	*							
K15	*							
K16	*							
K17	*							
K18	*							
K19	*			*	*	*	*	*
K20	*							
K21	*							
K22	*							
K23	*							
K24		*	*	*	*	*	*	*
K25		*	*	*	*	*	*	*
K26		*	*	*	*	*	*	*
K27	*							
K28	*							
K29	*							
K30	*							
K31	*							
K32	*							

SKILLS								
	EPA7001	EPA7002	EPA7003	EPA7004	EPA7005	EPA7006	EPA7007	EPA7008
S1	*							
S2				*	*	*	*	*
S3				*	*	*	*	*
S4		*	*	*	*	*	*	*
S5		*	*	*	*	*	*	*
S6		*	*	*	*	*	*	*
S7		*	*	*	*	*	*	*
S8		*	*	*	*	*	*	*
S9				*	*	*	*	*
S10				*	*	*	*	*
S11				*	*	*	*	*
S12	*							
S13	*							
S14	*							
S15	*							
S16	*							
S17	*							
S18	*							
S19	*			*	*	*	*	*
S20	*							
S21	*							
S22	*							
S23	*							
S24		*	*	*	*	*	*	*
S25	*			*	*	*	*	*
S26				*	*	*	*	*
S27				*	*	*	*	*
S28	*							
S29	*							
S30	*							
S31	*							
S32	*							

BEHAVIOURS								
	EPA7001	EPA7002	EPA7003	EPA7004	EPA7005	EPA7006	EPA7007	EPA7008
B1	*	*	*	*	*	*	*	*
B2	*			*	*	*	*	*
B3	*	*	*	*	*	*	*	*

## Appendix 4

### Planned Learning Hours/ Credits

The breakdown of planned learning hours in the apprenticeship required to deliver the KSBs and demonstrate competency in the Apprenticeship Standard including the calculation of *minimum* and actual planned hours over the duration

Unit Code	Unit Name	Off the job learning hours by unit of learning						
		Learner Contact Time (Hours)		Tutor guided learning	Independent Study	Workplace planned learning hours	Total off the job learning hours by unit of learning	Tripartite progress reviews Hours
		On-campus, learning	Live on-line learning hours	*Logged as Asynchronous on-line learning hours	*Only self-directed (off-the-job hours) are logged			
EPA7001	Fundamentals of Enhanced Clinical Practice for AHPs	30	24	24	74	31	183	2
Optional unit 1:								
EPA7002	Clinical Assessment for Enhanced Practice	24	6	21	53	18	122	1
EPA7003	Clinical Assessment for Enhanced Musculoskeletal Practice	24	6	21	53	18	122	1
Optional unit 2:								
EPA7004	Enhanced Practice in Acute, Urgent and Emergency Care	18	18	15	62	21	134	2
EPA7005	Enhanced Practice for Mental Health Services	18	18	15	62	21	134	2
EPA7006	Enhanced Practice for Primary, Community and Social Care	18	18	15	62	21	134	2
EPA7007	Enhanced Practice in Frailty and Ageing	18	18	15	62	21	134	2
EPA7008	Enhanced Practice in Children and Young People's Services	18	18	15	62	21	134	2
<b>DURATION – 11 MONTHS TRAINING AND 14 MONTHS TO END OF APPRENTICESHIP</b>								
<b>OTJ Total HOURS CALCULATION planned learning hours for this apprenticeship 439 HOURS</b>								

## Appendix 5

### Course summary

**Course title:** PGCert Enhanced Clinical Practice (Apprenticeship)

Unit details						Assessment Component Weightings (%)*						PSRB requiremnt applies*	Estimated off the job learning hours			
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		Scheduled contact*	Directed non- contact*	Self- directed	Total
EPA7001	Fundamentals of Enhanced Clinical Practice for AHPs	1.1	30	C	-			100%				N	54	44	85	183
EPA7002	Clinical Assessment for Enhanced Practice	1.1	10	O	-					P/F		N	30	28	64	122
EPA7003	Clinical Assessment for Enhanced Musculoskeletal Practice	1.1	10	O	-					P/F		N	30	28	64	122
EPA7004	Enhanced Practice in Acute, Urgent and Emergency Care	1.1	20	O	-					100%		N	36	25	73	134
EPA7005	Enhanced Practice for Mental Health Services	1.1	20	O	-					100%		N	36	25	73	134
EPA7006	Enhanced Practice for Primary, Community and Social Care	1.1	20	O	-					100%		N	36	25	73	134
EPA7007	Enhanced Practice in Frailty and Ageing	1.1	20	O	-					100%		N	36	25	73	134
EPA7008	Enhanced Practice in Children and Young People's Services	1.1	20	O	-					100%		N	36	25	73	134
	<p>* Scheduled contact includes both on-campus learning and live online learning hours. Directed non-contact time includes tutor-guided learning and workplace planned learning hours</p> <p><b>Exit qualification:</b> PG Cert Enhanced Clinical Practice (Apprenticeship) Requires 60 credits at Level 7 and successful completion of EPA7001 Fundamentals of Enhanced Clinical Practice for AHPs, either optional unit EPA7002 Clinical Assessment for Enhanced Practice or EPA7003 Clinical Assessment for Enhanced Musculoskeletal Practice, and one 20-credit optional unit (EPA7004 Enhanced Practice in Acute, Urgent and Emergency Care, EPA7005 Enhanced Practice for Mental Health Services, EPA7006 enhanced Practice for Primary, Community and Social Care, EPA7007 Enhanced Practice in Frailty and Ageing, or EPA7008 Enhanced Practice in Children and Young People's Services) and successful completion of the End-Point Assessment.</p>															