

ST0895/V2

# DRAFT APPRENTICESHIP ASSESSMENT PLAN FOR THE ENHANCED CLINICAL PRACTITIONER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS APPRENTICESHIP	INTEGRATION
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ST0895

6

None

## Assessment Plan

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### Assessment details

#### Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the level 6 enhanced clinical practitioner apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts, for example, a different workplace

#### Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Assessment Outcome	Mapping
<p><b>A01: Evidence-based clinical reasoning and decision making</b>            Uses systematic search, appraisal, synthesis and interpretation of diverse evidence, clinical information, legislation, frameworks and guidelines to inform complex clinical reasoning and decision making within own scope of practice.</p>	<p>K1, <b>K2, K4</b>, K5, K7, K9, K11S1, <b>S2</b>, S7, S11</p>

<p><b>A02: Complex assessment and specialist diagnostics</b> Undertakes advanced, holistic assessment across physical, mental, cognitive and behavioural domains, selecting and interpreting specialist diagnostics to identify need, deterioration and clinical priorities.</p>	<p><b>K6, K8, K24S4, S6, S8, S24</b></p>
<p><b>A03: Care impacting on delivery and management</b> Plans, delivers, evaluates and adapts enhanced clinical care and care management plans, coordinating interventions, referrals and support to meet patient needs within available resources.</p>	<p><b>K10, K25, K29S9, S10, S25, S29</b></p>
<p><b>A04: Professional accountability, risk and governance</b> Operates within professional, legal and organisational frameworks, managing risk, safeguarding and accountability, and escalating appropriately when working at the limits of own scope of practice.</p>	<p><b>K3, K26, K28S3, S5, S26</b></p>
<p><b>A05: Communication, engagement and psychological support</b> Uses advanced communication, negotiation and counselling approaches to share complex information, manage conflict, support psychological wellbeing and engage effectively with different audiences and individuals.</p>	<p><b>K17, K18, K19, K27 S17, S18, S19, S27</b></p>
<p><b>A06: Leadership and workforce development</b> Provides leadership and role modelling, develops others through coaching, mentoring, education and feedback, and contributes to supervision and appraisal within the multidisciplinary team.</p>	<p><b>K12, K13, K14, K15, K16, K31, K32 S12, S13, S14, S15, S16, S31, S32</b></p>
<p><b>A07: Quality improvement and resource management</b> Contributes to continuous quality improvement through service evaluation, reflection and change initiatives, aligning practice with strategic priorities and supporting effective use of resources.</p>	<p><b>K20, K21, K22, K23, K30 S20, S21, S22, S23, S28, S30</b></p>

### **Assessment requirements**

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one **professional discussion**.

Any additional assessment(s) must be selected from the following list of methods, to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **portfolio**
- **question and answer**
- **presentation**
- **project**

- **journal**
- **additional professional discussion**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

### **Performance descriptors**

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

<b>Performance Category</b>	<b>Pass</b>	<b>Distinction</b>
<b>Applied Knowledge</b>	Applies critical application of advanced specialist, theoretical and or technological clinical knowledge across a wide and often unpredictable variety of contexts.	Applies critical and insightful application of advanced specialist, theoretical and or technological clinical knowledge across a wide and often unpredictable variety of contexts.
<b>Applied Skills</b>	Determines, refines and adapts advanced clinical practical skills and methods consistently across a wide and often unpredictable variety of clinical contexts. Solves problems that have limited definition and involve many interacting factors, with strategically informed judgements.	Evaluates advanced clinical practical skills and methods to enable sustained improvement, innovation or change across a wide and often unpredictable variety of clinical contexts. Solves problems that have limited definition and involve many interacting factors, with strategically leading judgements.
<b>Regulatory and Procedural Awareness</b>	Critically analyses legislation, regulation and organisational procedures relevant to the role in clinical governance, recognising strategic implications.	Applies critical analysis of legislation, regulation and organisational procedures relevant to the role of clinical governance, anticipating strategic implications.
<b>Communication and Collaboration</b>	Applies authoritative and confident communication, influencing a wide	Applies advanced and authoritative communication influencing and shaping a wide range of stakeholders,

	range of stakeholders, adapting collaboration strategies to navigate complexity. Applies well-judged communication for sustained improvement or change.	adapting collaborative strategies to navigate complexity effectively. Applies insight and judgement for sustained improvement or change.
<b>Information Use and Decision Making</b>	Critically analyses clinical information with many interacting factors relevant to the role, drawing informed well-judged decisions, recognising strategic implications.	Applies critical analysis of clinical information with many interacting factors, relevant to the role, drawing informed well-judged decisions, anticipating strategic implications.
<b>Responsibility and Autonomy</b>	Takes responsibility for planning and developing courses of action that are capable of underpinning substantial changes or development. Initiates and leads clinical tasks and processes, taking responsibility where relevant, for the work of others and the allocation of substantial resources. Exercises broad autonomy and judgement.	Confidently takes responsibility for planning and developing courses of action that are capable of underpinning substantial changes or development. Applies authoritative autonomy and advanced judgement in initiating and leading clinical tasks and processes.

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