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**UCL Institute of Ophthalmology**

**PG Cert Enhanced Clinical Practice in Ophthalmology Apprenticeship**

**Application Pack**

**September 2023 entry**

**Introduction**

This pack is designed to provide information to applicants on how to apply for the PG Cert Enhanced Clinical Practice in Ophthalmology Apprenticeship for entry in September 2023. Please read the ECP apprenticeship handbook and the information included below carefully before you start your application. If you have any questions at any point, please email [ioo.admissions@ucl.ac.uk](mailto:ioo.admissions@ucl.ac.uk).

**Course Entry requirements**

To be eligible for the programme, applicants need to meet the following requirements:

* BSc (Hons) Optometry, Orthoptics, General Nursing (evidence of ophthalmic specialty training is also required for ophthalmic nurses or OPT levels 1 and 2) or an equivalent overseas qualification
* (Minimum degree award: 2:1)\*
* Evidence of Functional skills (I.e, Level 2 English and Maths, equivalent to GCSE Maths and English passes at Grade C or above)
* Support from employer with apprenticeship levy to fund programme
* Support from the employer to provide 20% ‘off the job’ hours and appropriate supervision/opportunities to support the required work-based learning and assessment element of the programme (including provision of Education Supervision and opportunities to develop a Quality Improvement Project proposal). This is the responsibility of the employer and not UCL.
* Working a minimum of 30 hours per week for the employer hosting the apprenticeship\*\*

*\*In certain circumstances, applicants without an undergraduate degree may still be accepted onto the programme eg. a Nurse with a Nursing Diploma, provided extensive relevant occupational and workplace experience can be demonstrated in their application so the Programme Leads can be satisfied the applicant is capable of completing the programme.*

*\*\** *It is possible to apply when working fewer than 30 hours per week provided it’s not a barrier to the apprentice successfully completing the apprenticeship with their end date being extended. The Institute for Apprenticeships gives a formula for calculating how much extra time someone would need in that instance as;*

*12 x 30 / average weekly hours = new minimum duration in months; or*

*52 x 30 / average weekly hours = new minimum duration in weeks*

*Apprentices would complete the academic side of the programme to the same schedule as the rest of the cohort but the date to the End Point Assessment gateway and overall completion date would be extended from 36 months based on the formula above to allow extra time to complete the required number of off-the-job training hours and Knowledge, Skills and Behaviours competencies related to the Enhanced Clinical Practitioner apprenticeship standard.*

**Level 2 Maths and English requirement evidence requirement**

All apprentices are required to provide evidence that they have achieved a UK Level 2 (equivalent to GCSE grade C) pass in both English and Maths to meet national apprenticeship requirements in order to be put forward for the end point assessment in the final year of the programme. Some international qualifications may be accepted if they are listed as equivalent to UK level 2 in the UK ENIC database. Higher Education programme transcripts or Certificates cannot be used as evidence, even if they are completed in English, unless the programme subject is English or Maths.

Apprentices who are unable to provide evidence at enrolment may still be accepted to the programme but must take and pass level 2 equivalent programme/s alongside the other work required as part of the programme.

**How to Apply**

Applications are made via UCL’s Online Application System.

For an application to be considered, applicants must complete the online application form and upload the following as **one** file to the Upload Additional Documents section:

* [**Completed Initial Assessment form (Appendix Two)**,](#InitialAssessmentform) signed by applicant (completed electronically)
* [**Completed Recognition of Prior Learning (RPL) form (Appendix Three)**,](#RPL) signed by applicant and employer. (completed electronically). This needs to be completed even if no prior learning requests for mapping are being made
* **GCSE grade C Maths and English or equivalent certificates or transcripts**. The Institute for Apprenticeships (IfA) are very strict about having clear evidence that this level has been achieved – any certificate or transcript must specifically show the GCSE English or Maths subject and the grade given ie. something that literally says Maths grade C or Maths 10/20 etc. Where original certificates aren’t available, the applicant will need to contact the awarding body for a replacement
* **Undergraduate degree certificates and transcripts**
* **Official transcripts for any qualifications you would like to put forward for Recognition of Prior Learning (RPL)**

Applications will not be considered unless/until **all** these documents are fully completed and uploaded.

Forms should be completed electronically.

Allowable document types are PDF, JPG, DOC and DOCX. Maximum file size is 5MB per document. Applicants are advised to only include scans or images of signature pages and certificates where necessary only to help keep the size down. You may need to use free PDF merging software such as PDFSam Basic to combine PDF documents.

**Signatures**

We are required to meet the Education & Skills Funding Agency (ESFA) requirement for non-refutable signatures so please use either a scanned e-signature or the digital signature feature available in Adobe Reader DC (free version). A guide on using the digital signature feature in Adobe reader can be found in [Appendix One](#Digital_signature) of this document. “Wet” signatures would also be acceptable.

**Completing the Online Application form**

Applications are made via the UCL’s Online Application System.

A link to the application system can be found [here.](https://evision.ucl.ac.uk/urd/sits.urd/run/siw_ipp_lgn.login?process=siw_ipp_app&code1=TCPPRASOPH01&code2=0001) Applicants should select the option PG Cert Enhanced Clinical Practice in Ophthalmology Apprenticeship.

You will need to create an account on the system to start your application. We advise against using NHS email accounts as the correspondent address as there have been issues previously with NHS firewalls blocking emails.

A guide on what the application form entails and the basic documents applicants need to upload can be found [here](https://www.ucl.ac.uk/prospective-students/graduate/sites/prospective-students_graduate/files/application-form-guide_-_january_2019.doc).

**Additional guidance/instructions**

In the **Education** section, applicants must upload the following as **one** file to the Upload Additional Information section:

* **Completed Initial Assessment form (Appendix Two)**, signed by applicant (completed electronically)
* **Completed Recognition of Prior Learning (RPL) form (Appendix Three)**, signed by applicant and employer. (completed electronically). This needs to be completed even if no prior learning requests for mapping are being made
* **GCSE grade C Maths and English or equivalent certificates or transcripts**. (The Institute for Apprenticeships (IfA) are very strict about having clear evidence that this level has been achieved – any certificate or transcript has to specifically show the GCSE English or Maths subject and the grade given ie. something that literally says Maths grade C or Maths 10/20 etc. Where original certificates aren’t available, the applicant will need to contact the awarding body for a replacement)
* **Undergraduate degree certificates and transcripts**
* **Official transcripts for any qualifications you would like to put forward for Recognition of Prior Learning (RPL)**

Applications will not be considered unless/until **all** these documents are fully completed and uploaded.

Allowable document types are PDF, JPG, DOC and DOCX. Maximum file size is 5MB per document. Applicants are advised to only include scans or images of signature pages and certificates where necessary only to help keep the size down. You may need to use free PDF merging software such as PDFSam Basic to combine PDF documents.

In the **funding** section, applicants should select Employer.

Applicants should make sure they highlight their commitment to the course and what they feel they will gain from it in their personal statement.

**APPENDIX ONE: Creating a Digital Signature**

**Overview**

This document explains how to create a digital ID and digitally sign a document.

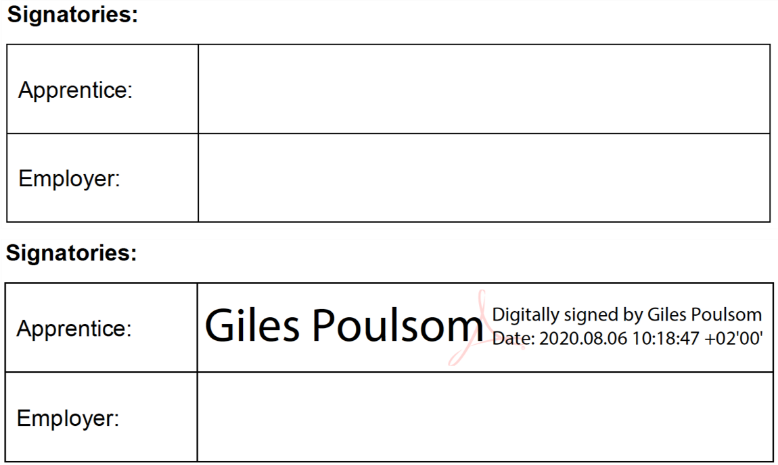
**Creating a digital ID**

Prior to signing a document, ensure you have [Adobe Acrobat Reader DC](https://acrobat.adobe.com/uk/en/acrobat/pdf-reader.html) (or equivalent) installed. The free version provides all the necessary functionality to create digital signatures.

Once installed, complete the instructions in [this video](https://www.youtube.com/watch?v=v9fAlMeQ2sM&feature=youtu.be&t=84) to create a digital ID. You will be asked to create a password which is required each time you sign a document.

**Signing the document**

1. Open the pdf document in Adobe Acrobat Reader DC.
2. Navigate to Tools > Certificates
3. Select ‘digitally sign’.
4. Drag box over the signature box (see figure 1).
5. Select your signature.
6. Enter the password you provided when creating your signature.
7. Save document.



**Figure 1: Example of the signature box unsigned (top) and signed (bottom)**

**APPENDIX TWO: DEGREE APPRENTICESHIPS**

**Initial Assessment of Apprentice’ Prior Learning**

1. **Introduction**

The following sets out the process of initial assessment to identify degree apprentice applicants’ skills, knowledge and experience prior to their degree apprenticeship start.

1. **Purpose of initial assessment**

The purpose of initial assessment onto UCL Degree Apprenticeship programmes is to build a clear, accurate and realistic picture of an applicant’s capability to undertake a degree apprenticeship and rigorously determine the apprentice starting point through an appraisal of:

* Prior attainment including English and maths
* Suitability to undertake the degree apprenticeship programme
* Identification of any specific learning needs or adaptions
* Identification of prior learning related to the degree apprenticeship

The initial assessment will take place with the candidate and tutor through a structured dialogue. The initial assessment questionnaire record will be held on the individual learner file for the purpose of the evidence pack and feed into the development of an individual learning plan.

Please note that the recognition of prior learning for degree apprenticeships is different from the recognition of prior learning for other degree programmes. The purpose of assessing prior learning for degree apprenticeships is to ensure that funding is not used for teaching apprentices knowledge, skills and/or behaviours that they already have prior to starting on the degree apprenticeship.

1. **Prior attainment**

Prior to commencement of the degree apprenticeship the course tutor must review the candidate’s personal learning record with the candidate to determine the highest levels of attainment they have for English and Maths. The highest levels of attainment for other qualifications must also be considered to determine, if any, relevant prior learning against the degree apprenticeship standard.

Candidates who cannot access the personal learning record[[1]](#footnote-1), must provide evidence of certificates or refer to <https://www.gov.uk/replacement-exam-certificate>. For English and Maths, certificates must be retained on the individual the individual learner fileto satisfy end point assessment gateway requirements. If the candidates cannot provide a record of at least Level 2 English and Level 2 Maths (Level 2 is the same as GCSE grades 9 to 4 and A\* to C), then assessment of the level of English and Maths will need to be undertaken.

Specifically, the candidates need to demonstrate that they meet the entry requirements prior to joining the degree apprenticeship programme. Please refer to the individual entry requirements as agreed by the UCL Education Committee for the relevant degree apprenticeship standard.

1. **Suitability to undertake the degree apprenticeship programme**

From ascertaining the prior level of attainment, the tutor can start building a picture academically about the candidate’s capability.

The next stage of the initial assessment process is to determine the candidate’s skills, knowledge and experience related to the occupational job role to ensure that they are able to apply the knowledge, skills and behaviours in the job role sufficiently to pass the end point assessment.

To determine the candidate’s suitability to undertake the degree apprenticeship, the tutor will ask each candidate to complete a questionnaire, contained in Annex 1, to test their knowledge and understanding. This will include questions about what their current job involves, how long they have been in post, their previous employment experience, and a self-assessment of their ability against each of the knowledge, skills and behaviours set out in the degree apprenticeship standard.

Through engagement with the employer, the degree apprenticeship standard will have already been mapped to the job role to ensure that the job role has sufficient occupational breadth to meet the degree apprenticeship standard. This will ensure that the candidate will be able to generate sufficient evidence of knowledge, skills and behaviours to successfully meet the requirements of the end point assessment.

Based on the responses the tutor will appraise if the candidate’s current levels of knowledge, skills and experience, and current levels of attainment are sufficient to admit them onto the degree apprenticeship programme.

1. **Identify any specific learning needs or adaptions**

Through initial assessment the tutor should determine whether there any particular additional support is required by the candidate e.g. disability or learning difficulty that would require additional support from the department. Once it has been identified by the tutor that the candidate may have learner support needs, the form and the candidate should be referred to the Student Support and Wellbeing who will then contact student offering them an appointment with an adviser to discuss internal or external support they may be eligible for and may make recommendations for a [Summary of Reasonable Adjustments (SoRA)](https://www.ucl.ac.uk/students/support-and-wellbeing/disability-support/accessing-support). The Student Support and Wellbeing team will send the SoRA to the apprenticeship team in their standardised format and the tutor should complete the Appendix A in the form based on the SoRA received. Additional Learning needs if identified should be included in the Training Plan. A copy of the completed form and supporting evidence should be stored in the apprentice’s individual learner file.

1. **Identification and recognition of prior learning related to the degree apprenticeship**

Through the appraisal of suitability, the tutors must determine, through an appraisal of the information gathered, whether the candidate is already demonstrating any knowledge, skills and behaviours identified within the degree apprenticeship standard. Where previous qualifications, knowledge, experience or behaviours are related to the apprenticeship requirements, a detailed comparative analysis will be undertaken at module/unit level to identify what prior learning, if any, can be accredited towards the apprenticeship. It is a requirement of funding that the Apprenticeship Levy must not pay for skills, knowledge and experience where this already exists, and funding should be reduced accordingly to reflect this.

**APPRENTICE ELIGIBILITY AND INITIAL NEEDS ASSESSMENT FORM**

(to be held as part of evidence pack in individual learner file)

*Working with you, the University is required to assess any prior learning you have undertaken (for example through work experience, education or training) or previous knowledge or skills you may have to ensure that the apprenticeship is an appropriate training programme for you. Doing so will ensure that we avoid any duplication of learning within your apprenticeship. If we decide that your prior learning meets the requirements of the Apprenticeship Standards, then we will acknowledge this by accrediting that learning and reducing the number of modules you will need to complete as part of your apprenticeship. This will reduce the time you spend on the apprenticeship and will reduce the cost (i.e. a reduced amount of Apprenticeship Levy which will be drawn from your employer). We also use the initial needs assessment process to identify any additional learning needs you might have, so we can ensure you get the right support.*

**SECTION 1: APPRENTICE DETAILS**

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| 1. **APPRENTICE DETAILS** | | | | | | |
| **Title:**  (Please circle) | **Mr** | **Mrs** | **Miss** | **Ms** | **Dr** | **Other: (Please Specify)** |
| **Family Name:** |  | | | | | |
| **First Name(s):** |  | | | | | |
| **Application/Unique Learner Number** (if known) |  | | | | | |
| **Apprenticeship programme** | PG Cert Enhanced Practice in Ophthalmology Apprenticeship  ST0895 - Enhanced Clinical Practitioner Apprenticeship | | | | | |

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| **SECTION 2A: PRIOR QUALIFICATIONS AND LEARNING** | | |
| **Please select one box below that best describes your current highest level of educational or vocational learning** (for further guidance, please see <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>) | | |
| * Entry level * Other qualifications below level 1 * Level 1 (e.g. level 1 NVQ) * Level 2 (e.g. GCSE, level 2 NVQ) * Level 3 (e.g. A level, Access to HE) | * Level 4 (e.g. CertHE, HNC) * Level 5 (e.g. DipHE, Foundation degree, HND) * Level 6 (e.g. honours degree) * Level 7 and above (e.g. PGCert, PGDip, Master’s) | * Other qualification, level not known * Not known * No qualifications |

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| **Please detail below all qualifications fully or partly achieved (whether related to this apprenticeship / your current role or not)**  (mandatory) | | | | | | |
| **Year achieved** | **Qualification name** | **Content overview**  Please describe the main modules or topics included in the qualification | | **Grade Achieved** | **Awarding body** | |
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| **Date Certificate seen** | |  | **Copy of Certificate collected** | | | Yes / No |

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| **ENGLISH AND MATHS** |

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| **IMPORTANT NOTE:** It is a requirement of the Education and Skills Funding Agency (ESFA), regulators of Apprenticeships, that all Apprentices provide evidence of Level 2 (GCSE or equivalent) English and Maths at Grade C or above. Acceptable form of evidence can be seen in the Apprenticeship standards: list of acceptable current and prior qualifications for English and maths requirements in apprenticeship standards at level 2 and above. Please see: <https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above>  For those who have not achieved GCSE English and Maths at C or above (or equivalent) or if are unable to request copies of certificates for whatever reason, must successfully complete an assessment during the programme such as level 2 Functional Skills - English and Maths (where applicable this is funded separately from the Apprenticeship.) |

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| **Have you successfully achieved Level 2 functional skills or GCSE grade A\* to C (or 9 to 4) in English?** | Yes / No | **Have you successfully achieved Level 2 functional skills or GCSE grade A\* to C (or 9 to 4) in Maths?** | Yes / No |
| **Have you provided your English certificate as part of the initial assessment meeting?** | Yes / No | **Have you provided your Math certificate as part of the initial assessment meeting?** | Yes / No |
| **If no, or if you cannot locate your certificate, you will need to undertake English functional skills training as part of your apprenticeship programme** | | **If no, or if you cannot locate your certificate, you will need to undertake Maths functional skills training as part of your apprenticeship programme** | |
| **My qualifications were achieved from a UK based institution** | | **My qualifications were achieved from an Overseas institution** | |

Overseas qualifications will be acceptable where there is clear evidence, from ENIC (via a certificate/statement of comparability) that the qualification is an equivalent level to the minimum requirements for English and Maths (A\* to C). Further information can be found on the Ecctis website (<https://www.ecctis.com/>) UCL Admissions Team have access to Ecctis to confirm this.

| **Section 2B: Functional Skills**  (for the tutor to complete in liaison with the candidate) |
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If you do not currently do not hold an English and/or Maths qualification at Level 2 with a Grade C or above or if you hold the qualifications but are currently unable to locate the certificates for your qualification you can still apply for the programme. If you fulfil all other programme and apprenticeship eligibility requirements, we can still make you an offer of a place and accept you on to the programme, but this will be subject to agreeing to the below.

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| **English**  I acknowledge that I currently do not have or unable to produce English Level 2 qualification at Grade C or above. Therefore, agree to  *the completion of an Initial Diagnostic Assessment before completion of your course*  *the successful completion of an equivalent qualification before the End Point Assessment Gateway. Should you need to complete the qualifications you will receive support from the University.*  **Maths**  I acknowledge that I currently do not have or unable to produce Math Level 2 qualification at Grade C or above. Therefore, agree to  *the completion of an Initial Diagnostic Assessment before completion of your course*  *the successful completion of an equivalent qualification before the End Point Assessment Gateway. Should you need to complete the qualifications you will receive support from the University.* |

*Where the candidate does not satisfy functional skills Level 2 requirements, or cannot produce the required certificates to verify this, please note that the functional skills initial assessment and diagnostic assessment completed, and the assessment outcomes and the resulting learning plan should be summarised. Summary of assessment should be stored in the individual learner file* *as supporting document.*

| **SECTION 2C: ASSESSMENT OF PRIOR KNOWLEDGE, SKILLS AND BEHAVIOURS**  (for the tutor to complete in liaison with the candidate) |
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| Please rate your ability against each of the knowledge, skills and behaviours set out in the degree apprenticeship standard:   |  |  | | --- | --- | | **Rating** | **Example** | | **1** | No knowledge and/or experience. | | **2** | Some awareness and/or worked on projects where this was done. | | **3** | General awareness and/or limited contribution as part of a team. | | **4** | Good awareness. Some experience leading applicable activities. | | **5** | Subject Matter Expert. Highly experienced practitioner. | |

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| **Knowledge** | **What is required** | **Rating**  **(1-5)** |
| K1 | Tools and techniques used to systematically search, select and present evidence. |  |
| K2 | Techniques to critically appraise evidence such as local and national quality standards and frameworks and ways to relate this to own practice. |  |
| K3 | 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. |  |
| K4 | How to appraise the relevance of available tools and techniques to the clinical situation and own scope of practice. |  |
| K5 | Legislation, clinical frameworks, contemporaneous evidence-based practice guidelines, outcomes from clinical audit and algorithms to support decision making. |  |
| K6 | Anatomy and physiology and pathophysiology to support complex holistic patient assessment including the underlying psychological, social and long-term impact of illness. |  |
| K7 | Tools and techniques to critically evaluate clinical information to inform decision making and care management planning. |  |
| K8 | Underpinning anatomy and complex applied physiology, disease, toxicities, treatments and interventions which guide the selection of specialist diagnostics. |  |
| K9 | Methods to support complex intervention decision making aligned to national and international guidelines. |  |
| K10 | 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. |  |
| K11 | Diverse sources of information and evidence to underpin decision making and techniques to interpret and assimilate a diverse range of information and evidence. |  |
| K12 | Principles and theories of coaching used in supporting others in complex clinical decision making and care delivery. |  |
| K13 | Principles and theories of leadership and role modelling. |  |
| K14 | Tools and procedures for conducting a training needs analysis. |  |
| K15 | Teaching, learning and assessment theories, techniques, innovations and models relevant to the educational activity including ways to facilitate a positive learning environment. |  |
| K16 | Models, tools and frameworks for receiving and providing constructive feedback. |  |
| K17 | Principles of different communication strategies and theories, communication modes (written, digital, verbal, non-verbal) and clinical communication tools. |  |
| K18 | Models and theories for negotiating and mediating, such as de-escalation and diffusing strategies. |  |
| K19 | Communication strategies and tools used to share complex information with different audiences and individuals. |  |
| K20 | Principles of change management and co-production to support clinical innovation in the workplace. |  |
| K21 | Local and national approaches and planning processes to support quality improvement. |  |
| K22 | Service evaluation, research and audit techniques to support quality improvement processes within area of enhanced clinical practice. |  |
| K23 | The role and impact of reflection in improving clinical practice and best-practice methods for clinical supervision. |  |
| K24 | Signs and pathophysiology of deterioration or distress in mental, physical, cognitive and behavioural health in own scope of practice. |  |
| K25 | 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. |  |
| K26 | Evidence-based strategies to manage clinical risk in enhanced clinical practice. |  |
| K27 | Principles of psychological well-being, the importance of maintaining own and others well-being and counselling techniques used within own scope of practice. |  |
| K28 | Employer policy and procedures for resource management and reporting. |  |
| K29 | Strategies to plan and prioritise resources and manage immediate and longer-term service requirements. |  |
| K30 | Local, regional, and national strategic priorities for patient populations within area of specialist practice. |  |
| K31 | Principles of mentoring and preceptorship and how these differ from counselling, coaching and teaching. |  |
| K32 | Local appraisal policy and systems and own responsibility in relation to appraisal of others. |  |

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| **Comments**  *Please ensure you add a comment where you feel you do have some prior relevant experience and competence; especially if you have indicated score 5.* |

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| **Skills** | **What is required** | **Rating**  **(1-5)** |
| S1 | Conduct systematic literature searches to source evidence to inform enhanced clinical practice. |  |
| S2 | Critically appraise evidence and use findings to plan and provide enhanced patient-centred clinical care. |  |
| S3 | 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. |  |
| S4 | Select available tools, technologies and techniques needed to perform complex and holistic. |  |
| S5 | Assimilate, synthesise and apply complex information to promote and advocate best interests of others, upholding the principles of safeguarding and evidence-based practice. |  |
| S6 | Undertake holistic patient-centred assessments using available tools, technologies and techniques. |  |
| S7 | Analyse the data arising from the assessment process to inform clinical decision-making. |  |
| S8 | Identify, request and interpret specialist diagnostics within own scope of practice to inform the delivery and management of specialist care for patients and families. |  |
| S9 | 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. |  |
| S10 | Prepare and support patients and families to manage their own health and care as independently as possible. |  |
| S11 | Interpret, assimilate and draw conclusions using diverse sources of information and evidence to inform clinical reasoning. |  |
| S12 | Direct others to sources of information and evidence, coaching and supporting them in applying information and evidence in complex clinical decision making. |  |
| S13 | Provide leadership within scope of own role and positive role-modelling for others in the multidisciplinary team. |  |
| S14 | Identify training and education needs of others in the workplace. |  |
| S15 | Plan and facilitate the delivery of practice-based education, training and assessment activities. |  |
| S16 | Evaluate the effectiveness of training and education activities. |  |
| S17 | Use communication strategies suitable for a variety of situations including sensitive and distressing topics. |  |
| S18 | Use strategies to manage conflict and challenge. |  |
| S19 | Discuss complex information with patients, their families, the multi-disciplinary team and other agencies. |  |
| S20 | Challenge ineffective systems and processes and support others to identify the need for change within their area of enhanced clinical practice. |  |
| S21 | Contribute to quality improvement plans and strategies to support a culture of continuous quality improvement within area of enhanced clinical practice. |  |
| S22 | Participate in quality improvement activities, such as audit, service evaluations and research projects within area of enhanced clinical practice. |  |
| S23 | Reflect on own and others’ practice using clinical supervision processes. |  |
| S24 | Identify and act on evidence of unexpected change or patient deterioration within own scope of practice. |  |
| S25 | Manage self and others in unpredictable and complex environments, instigating clinical interventions where protocols may not be available. |  |
| S26 | Identify and manage risk to patient safety and others in an unpredictable and complex environment. |  |
| S27 | Counsel patients, family, carers and others to manage psychological well-being of self and others. |  |
| S28 | Contribute to efficient resource management within the workplace. |  |
| S29 | Plan, prioritise and deliver enhanced clinical care within a defined resource. |  |
| S30 | Contribute to the drafting of business cases or project proposals. |  |
| S31 | Provide mentorship, opportunity for peer-learning and constructive feedback to guide, support, motivate and develop others in the multidisciplinary team. |  |
| S32 | Contribute to the appraisal of individuals in the multidisciplinary team. |  |

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| **Comments**  *Please ensure you add a comment where you feel you do have some prior relevant experience and competence; especially if you have indicated score 5.* |

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| **Behaviours** | **What is required** | **Rating**  **(1-5)** |
| B1 | Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences. |  |
| B2 | Show respect and empathy for those you work with. |  |
| B3 | Be adaptable, reliable and consistent. |  |

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| **Comments**  *Please ensure you add a comment where you feel you do have some prior relevant experience and competence; especially if you have indicated score 5.* |

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| Section 3A. EMPLOYMENT DETAILS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| On the day you start your apprenticeship: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **I am in paid employment** |  | | **I am self employed** | |  |  | | | | **/** |  | |  | | **/** | |  | |  |  | |  | | **My employment start date** | | | | | | | |
|  | **Employed for 0-10 hrs per week** |  | | **Employed for 11-20 hrs per week** | |  | | | | **Employed for 21-30 hours per week** | | | | | | | | | | | | | | |  | | | **Employed for 31+ hours per week** | | | | |
| **I have worked at this employment for: (months)** | | | | |  | | | **0-3** | | | | | | |  | | | | **4-6** | | | | |  | | | | **7-12** | |  | **12+** | |
| **My contracted hours identified in my contract of employment/apprentice agreement are:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | **Per week** | | |
| **EITHER: My job role is new (in last 12 months) and started on:** | | | | | | | | | | | | |  | | | |  | | | **/** | |  | | | |  | **/** | |  |  |  |  |
| **OR: I require substantive new skills for my existing job and the content of the apprenticeship is materially different from any prior training or previous apprenticeship undertaken by me: (please tick if applicable)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
| **Name and address of the Employer/Organisation:** | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Employer/Mentor Contact Name:** | | |  | | | | | | **Employer Job Title:** | | | | | | | | | | | | | | | | |  | | | | | | |
| **Employer Telephone No.:** | | |  | | | | | | **Employer/Mentor Email address:** | | | | | | | | | | | | | | | | |  | | | | | | |
| **Apprentice Job Title:** | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| **Section 3B.**  In the box below list the duties and responsibilities of the candidate (within the job role) and together with the modules in the programme that the skill(s) relate to. This will evidence the value of the apprenticeship to the learner and the employer. | |
| **Duties/Responsibilities** | **Qualification Unit(s)/Skills** |
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| **Section 3C.**  Other relevant employment experience provide below |
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| --- |
| **SECTION 4: CONTENT, DURATION AND PRICE RATIONALE**  **Recognition of prior learning** *(for completion by the tutor)*  *This section is to be completed based on the information in Section 2 where candidate demonstrated knowledge, skills and/or behaviours at the degree apprenticeship level that would lead to a reduction in the content, duration and price of the apprenticeship.* |

|  |  |
| --- | --- |
| **Has any relevant prior learning been identified for recognition in Section 2 above?** | Yes / No |

*If yes, please complete the table below in liaison the apprentice’s employer regarding any proposed changes to the content, duration and price of the apprenticeship programme.*

**Please note that the recognition of prior learning for degree apprenticeships is different from the recognition of prior learning for other degree programmes. The purpose of assessing prior learning for degree apprenticeships is to ensure that funding is not used for teaching apprentices knowledge, skills and/or behaviours that they already have prior to starting on the degree apprenticeship.**

| **Apprenticeship**  **RPL assessment outcome** | **Modules to be excluded from the Individual Learning Plan as a result of RPL (including credit value)** | | | **Impact on apprenticeship duration and end date** | **Total hours**  **off-the-job learning (OTJL)** | | **Agreed price**  **reduction** | **Evidence supporting RPL**  **(to be attached)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Excluded due to RPL** | **OTJL required** |
| Please summarise the outcomes of the assessment of existing knowledge, skills and behaviours (KSBs) and provide a clear rationale for any decisions made regarding recognition of prior learning (RPL). | **Module** | **Level** | **Credits** |  |  |  |  |  |
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| **SECTION 5 ADDITIONAL LEARNING NEEDS AND / OR DISABILITIES** |
| *If you declare a disability, this won’t be a factor in the University’s decision as to the suitability of the apprenticeship. We ask these questions just to find out if you have any specialist needs so that we can provide you with appropriate support and facilities. Where additional learning needs and/or disabilities are identified, a copy of the form will need to be passed to Student Support and Wellbeing team by the programme team, with your consent (see below) who will then offer an appointment with an adviser to discuss internal or external support you may be eligible for and may make recommendations for a Summary of Reasonable Adjustments (**SoRA).*  **PLEASE NOTE:** **Student Support and Wellbeing do not provide formal assessments of needs in their service. They may make recommendations for reasonable adjustments for an individual’s learning needs as part of their apprenticeship.** |

|  |  |
| --- | --- |
| **Definition**  *Please outline below whether the candidate has any additional learning needs and/or disabilities, so that appropriate support mechanisms can be put in place* | Code |
| Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem. | [1] |
| Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem. | [2] |
| No information provided by the learner. | [9] |

|  |  |
| --- | --- |
| **Where additional learning needs and/or disabilities are identified, do you consent for us to share this form with the Student Support and Wellbeing Team?** | **Yes No** |

***Please refer the candidate and this form to the Student Support and Wellbeing Team who will speak to the candidate for the development of a SoRA. If there is a SoRA given by the Student Support and Wellbeing team, please complete Appendix A below based on the SoRA.***

|  |
| --- |
| **Section 6. PREVIOUS APPRENTICESHIP COMPLETION** |
| 6a. I have previously successfully completed an apprenticeship at the same level as, or higher, than that identified on these documents  No  Yes  **If you have answered ‘YES’ to 6a;**    6b. Is the framework/Standard identified on this document   * Occupationally relevant to the apprentice  No  Yes * Materially different to any apprenticeship already achieved  No  Yes   6c. Is the apprenticeship identified on this document supporting the learner in an extended role with additional duties and responsibilities?  No  Yes |

|  |
| --- |
| **Learner declaration:**  **The details on this form have been completed by  Me  Someone else** |

|  |  |
| --- | --- |
| **Learner Signature:** |  |
| **Print Name:** |  |
| **Date:** |  |

**For UCL USE only:**

|  |
| --- |
| **Appraisal of suitability for the degree apprenticeship:**  **Based on the above information, are the candidate’s current levels of knowledge, skills and level of attainment sufficient to admit them on to the degree apprenticeship?**  **UCL Declaration:** |

|  |  |
| --- | --- |
| **UCL Signature:** |  |
| **Print Name:** |  |
| **Date:** |  |

**APPENDIX A**

**Please note:** Student Support and Wellbeing do not provide formal assessments of needs in their service. They may make recommendations for reasonable adjustments for an individual’s learning needs as part of apprenticeship.

[Summary of a Reasonable Adjustment statement](https://www.ucl.ac.uk/students/support-and-wellbeing/disability-support/accessing-support) they provide does not automatically entitle you to access additional learning support. Additional Learning Support Funding (LSF) may be available from the ESFA to meet the costs of putting in place reasonable adjustments for apprentices with a learning difficulty and/or disability (including costs associated with meeting identified needs in End Point Assessment, where applicable).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ADDITIONAL LEARNING SUPPORT | | | | | | |
| **Medical Condition** |  | *Please give brief details here. Primary listed first* | | **Young person looked after or care leaver** | |  |
| **Disability** |  | **Educational Health Care Plan** | |  |
| **Learning Difficulty** |  | **None of these** | |  |
| **LEARNING SUPPORT REQUIRED:** | | | **YES NO DECLINED** | |  | |

|  |
| --- |
| **Where available, please note any evidence that the apprentice has regarding their learning difficulty and/or disability (e.g. formal diagnostic assessment)**  (for the tutor to complete in liaison with the candidate based on SoRA) |
|  |
| **Where additional learning needs and / or disabilities are disclosed, please summarise any reasonable adjustments and/or support plans that are in place or are planned by the employer**  (for the tutor to complete in liaison with the candidate based on SoRA) |
|  |

|  |
| --- |
| **Assessment outcome and reasonable adjustments / support plans** |
| Please summarise the outcome of the assessment of any additional learning needs and/or disabilities and outline any reasonable adjustment agreement and/or support plan put in place by the University to support the apprentice’s learning needs. Please note where relevant eligibility for additional Learning Support Funding. |

*Once completed, the information related to additional support can be included in the Training Plan. A copy of the completed form and supporting evidence should be stored in the apprentice’s individual learner file.*

**APPENDIX THREE: PG Cert Clinical Practice in Ophthalmology**

**Apprenticeship**

**Apprenticeship RPL Background and Guidance Notes**

**BACKGROUND**

The UCL PG Cert Enhanced Practice in Ophthalmology Apprenticeship is a non-integrated degree apprenticeship awarded by UCL.

There are a number of [programme eligibility](https://www.gov.uk/guidance/apprenticeship-funding-rules-for-employer-providers/what-is-an-apprenticeship) requirements provided by the Education & Skills Funding Agency (ESFA) which apprenticeship providers must meet which include:

* The apprenticeship levy is a UK tax on employers which can be used to fund apprenticeship training. Funds from the levy must not be used to pay for training for skills, knowledge and behaviours already attained by the apprentice (EP58).
* Prior learning and experience must be accounted for when calculating the actual cost of the apprenticeship. The content, duration and cost must be reduced where the individual has prior learning necessary to achieve the apprenticeship (EP59).
* A thorough appraisal of the apprentice’s existing knowledge, skills and behaviours must be included against those required to achieve the apprenticeship (EP62).
* The initial assessment must be documented in the evidence pack must demonstrate how prior learning has been taken into account to adjust the training content, duration and cost (EP63).

**GUIDANCE NOTES**

1. RPL Eligibility

The programme consists of modules that are:

Eligible for RPL:

* Clinical modules – 60 credits (consisting of four 15 credit modules)

Not eligible for RPL:

* ECP Research in Practice module

The maximum number of credits that can be RPLed for a PG Cert course is 30 (level 7).

***Please refer to the appendix for learning outcomes of modules***

* 1. **RPL of Clinical modules**

1. RPL of clinical modules will only be considered if the apprenticeship student has undertaken a clinical module which has the same aims, objectives and learning outcomes as the module being offered as part of the programme. (Please refer to appendix four). The *maximum* credits that can be RPL’d will be the same as the credit value of the module being offered.
   1. The module should have been undertaken in the last two years if the apprenticeship student has not worked or carried on working in that clinical area to ensure current knowledge, skills and behaviours (KSB)
   2. The module could have been taken more than two years ago if the apprenticeship student is currently working in that particular clinical area and has been doing so for the past 1 year, at least half a day a week, as a minimum requirement. This would need to be evidenced by the student.
2. Other ECP clinical modules
   1. Other ophthalmology modules which are not offered as part of this programme that have been undertaken as part of a PG Cert Enhanced Clinical Practice programme can be RPL’d up to a total of thirty credits. An example of this would be a neuro-ophthalmology module from the ACP Neurological Rehabilitation. The same timeframes would apply.
3. The aim of the programme is to train non-medical professionals to undertake enhanced practice clinical care with a degree of autonomy. In the interests of patient safety, the following will not be considered for RPL:
   1. Part of a clinical module. Learning outcomes are designed so that they can all be drawn upon and related to one another when making clinical decisions i.e. they are not meant to be learned in isolation
   2. Prior experience – clinical experience varies from individual to another and depending on the type and setting of the clinic, depth of KSBs, will be inconsistent and difficult to quantify. A standardised and evidence-based approach to acquisition of KSBs will be provided during the programme.

**2.0 THE RPL PROCESS**

RPL involves four stages:

1. ***Filling out and submitting*** ***the RPL assessment form attached to this document and submitting the evidence required. In addition to the assessment form, the following evidence is required for modules*** *which students would like to be considered as part of the Recognition of Prior Learning process*
2. ***:***
   1. Learning outcomes of the module undertaken
   2. Transcript of results
   3. If the module was taken more than two years ago, evidence that KSBs have been kept up to date by working in that particular clinical area (see Section 1.1a)ii). A letter from a clinical supervisor or employer will be required, confirming their employment history and responsibilities in that particular area.
3. ***Review of assessment by programme leads*** – The application will be reviewed and the apprenticeship student may need to provide further evidence and / or attend a face-to-face or remote interview with the programme leads if any aspect of the assessment needs to be clarified.
4. ***Assessment and Recognition of Prior Learning*** – This will be communicated to the apprenticeship student and Employer by the University’s education administration team.

**PG Cert Enhanced Clinical Practice in Ophthalmology Apprenticeship**

**Apprenticeship RPL Assessment Form**

|  |  |
| --- | --- |
| **Does the apprentice have any prior experience of qualifications to RPL?** | **Yes/No (delete as appropriate)** |

If yes, please enter the details of the relevant modules and qualifications in the relevant section below. If no, skip straight to last page and sign

**Credits towards award**

To be completed where an apprentice wishes to use previously obtained credits towards their award in place of a module.

|  |  |  |
| --- | --- | --- |
| **Module 1** | | |
| Name of UCL module to be considered for recognition of prior learning |  | |
| Name of module previously undertaken to be put forward as RPL |  | |
| Institution where module was undertaken |  | |
| Credit value of previous module |  | |
| Date awarded |  | |
| Evidence provided (please tick as necessary and attach evidence to this application form) |  | Learning Outcomes (Official course brochure or document) |
|  | Results of module (certified copy of qualification) |
| **Module 2** | | |
| Name of UCL module to be considered for recognition of prior learning |  | |
| Name of module previously undertaken to be put forward as RPL |  | |
| Institution where module was undertaken |  | |
| Credit value of previous module |  | |
| Date awarded |  | |
| Evidence provided (please tick as necessary and attach evidence to this application form) |  | Learning Outcomes (Official course brochure or document) |
|  | Results of module (certified copy of qualification) |

**Signatures**

|  |  |  |
| --- | --- | --- |
| Name of apprentice | Signature | Date |
| Name of employer | Signature | Date |

**Outcome (for internal use only)**

**Credits towards award**

|  |  |
| --- | --- |
| **Module 1** | |
| Outcome: | Accept/Reject (delete as appropriate) |
| Name of staff member: |  |
| Date: |  |
| Comments: |  |
| **Module 2** | |
| Outcome: | Accept/Reject (delete as appropriate) |
| Name of staff member: |  |
| Date: |  |
| Comments: |  |

**APPENDIX FOUR: List of modules in PG Cert Enhanced Clinical Practice in Ophthalmology Apprenticeship programme diet**

**Compulsory Modules**

|  |  |  |
| --- | --- | --- |
| **Module code** | **Module name** | **Credit value** |
| OPHT0047 | Advanced Practice in Cataract | 15 |
| OPHT0048 | Fundamental Medical Retina | 15 |
| OPHT0087 | Fundamental Glaucoma | 15 |
| OPHT0088 | Fundamental Ocular Emergencies | 15 |
| OPHT0094 | ECP Research In Practice\* | 0 |

**\* denotes a module that forms part of the apprenticeship end point assessment and cannot be RPL’d**

1. Only formal school and further education learning and achievement records starting from the 2007/08 academic year are stored by the Skills Funding Agency in a ‘personal learning record’. [↑](#footnote-ref-1)