UCL Institute of Ophthalmology

PG Cert Enhanced Clinical Practice in Ophthalmology

Apprenticeship

Apprenticeship handbook

2023/24

Contents

Introduction

Thank you for choosing to complete the UCL PG Cert Enhanced Clinical Practice in Ophthalmology Apprenticeship programme.

The programme is offered within the UCL Institute of Ophthalmology in the Faculty of Brain Sciences.

This handbook is designed to provide information for apprentices and employers about the degree apprenticeship programme and how it is delivered and managed.

Details of all UCL policies and procedures can be found on the UCL website at: https://www.ucl.ac.uk/academic-manual/.

Recruitment and selection process

Apprentices must be paid employees of their support organisation: they may either be existing employees or new employees who are recruited specifically to undertake the apprenticeship programme. Employers planning to recruit new employees should ensure their applicants have applied to the programme by the application deadline of **17:00 UK time Friday 28th July 2023** so that there is sufficient time for UCL to complete the selection and admissions process. Late applications will not be accepted.

The main point of contact for developing a contract with the UCL and the recruitment of apprentices will be **Robin Stone, Senior Teaching and Learning Administrator (ioo.pgt@ucl.ac.uk).** They will liaise with apprentices and employers regarding contractual terms, entry requirements for the programme, submitting details of candidates to UCL for consideration for admission to the programme.

Applications are made via UCL's Online Application System.

For an application to be considered, applicants must complete the online application form and upload a completed application pack along with Level 2 English and Maths certificates eg. GCSE grade C English and Maths. Applications will not be considered unless/until **all** these documents are fully completed and uploaded. A copy of the application pack can be obtained by emailing ioo.admissions@ucl.ac.uk with the subject line, "ECP APPRENTICESHIP APPLICATION PACK REQUEST".

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.

Recognition of Prior Learning (RPL)

Some apprentices may be able to use previous study at a similar level, or experience gained through work or other settings, against certain modules on this programme.

Relevant credits can be RPLed towards an apprentice's award in place of a module (compulsory or optional).

Applicants wishing to RPL credits should include this information on the Apprenticeship RPL assessment form when submitting their application pack for the Programme Leads to review. The Programme Leads will consider whether the credits are equivalent to the relevant module before making a decision on whether to accept the request. Transcripts from the awarding institution detailing the mark, credit weighting and level of award will be required in order for the request to be processed.

The maximum number of credits that can be RPLed is 30 (level 7 only).

Induction arrangements

Apprentices must be allocated a local Educational Supervisor to support them through the programme and oversee their off-job training locally. The assumption is that this will be the person listed as the employer/mentor contract in section 5a of the Initial assessment form. If it should be someone different, or if the Educational Supervisor changes during the programme, the name and email address of the new Educational Supervisor should be sent to ioo.pgt@ucl.ac.uk so information can be updated.

A Commitment Statement and Apprenticeship Agreement must be completed and signed for each apprentice, which is a tripartite agreement between the apprentice, employer and UCL outlining each party's obligations with regard to the apprenticeship programme. This will be held by UCL in accordance with the requirements of the Education and Skills Funding Agency (ESFA).

Apprentices will also be required to complete UCL's enrolment process for new apprentices at the start of the academic year before they are officially registered as active apprentices at the university. Further information and guidance will be sent to apprentices in advance but a general overview of the process can be found here.

Apprentices will be invited to attend virtual Induction sessions to introduce them to the programme, important policies and procedures and key staff, taking place the last week of September before the start of the teaching in October. All apprentices are advised to attend live to allow them to interact with staff and their fellow apprentices and ask any questions they have live but Induction sessions will be recorded to allow apprentices to listen back after the event if they need to.

An information session will also be run for employers to introduce and expand upon relevant processes and procedures and to allow them the opportunity to ask questions to the module team at the start of each academic year in October.

Completing the Commitment statement and Apprenticeship Agreement

Before the start of the programme, the apprentice and employer are required to complete and sign a Commitment statement and Apprenticeship Agreement. This will be sent out by the programme admin team ahead of enrolment.

Signatures from apprentice and employer are required on both forms. We will need indisputable signatures on both documents in order to meet ESFA requirements. This can be done by:

- Pasting in an e-signature (to do this in Excel, go to insert>Illustrations>Pictures>from this device if everyone has scans/images of their signatures available)
- Printing and wet signing
- Converting the document/front page to PDF and signing it using the indisputable signature method described in Appendix One

We cannot accept a typed signature on its own.

Completed forms should then be returned to ioo.pgt@ucl.ac.uk.

Commitment statement

Both apprentice and employer are required to enter their details and sign in tab 1. Both apprentice and employer are also required to initial the relevant parts of tabs 2 and 3 of the commitment statement to confirm they are aware of relevant UCL policies (tab 2) and their roles and responsibilities on the programme (tab 3).

We advise both apprentice and employer enter their details electronically and initial tabs 2 and 3 first and then sign the forms to make sure data appears clearly. Once a form has been converted to a PDF, that data cannot be edited and a new document would need to be completed if something needs amending.

Apprenticeship Agreement

Both apprentice and employer are required to sign the first page of the Apprenticeship Agreement form.

Adding apprentices to the Digital Apprenticeship System (DAS)

Apprenticeships will normally be funded via the Apprenticeship Levy and/or Government co-funding. The fee for the apprenticeship can be discussed with the Programme Leader. Employers should note that the agreed fee must also cover the End Point Assessment (EPA). Funding is normally released from the Apprenticeship Levy to UCL on a monthly basis for the duration of the apprenticeship. A schedule of payments will be agreed between the employer and the UCL for any additional payments to be made by the employer (for example co-funding payments).

Employers with access to the Digital Apprenticeship Service should link with the UCL by following these steps:

1. Go to their Digital Apprenticeship Service account: https://manage-apprenticeships.service.gov.uk/
2. Click the "Apprentices" tab and then "Add an Apprentice."
3. Click "Start Now", enter UCL's UK Provider reference number (10007784) and confirm that UCL is the main provider of the apprenticeship.
4. In the 'Apprentices' section, add apprentices. These will then be passed to the UCL for review and approval
5. Employers can ask UCL to add the apprentices on their behalf using the 'add an apprentice' form. Employers will still have to approve any apprentices added by UCL before any funding is released.

UCL will apply for additional payments from the Government for eligible apprentices (aged between 16 and 18 years old; or aged 19-24 with an Education or Health and Care plan) and will arrange to make the payments back to the employer.

About the Programme

The aim of this programme is to develop clinical practice and to contribute to the advancement of eye care delivery in primary, secondary or tertiary care settings. The programme has been developed by practicing clinicians for multidisciplinary ophthalmic non-medical clinicians such as optometrists, orthoptists and ophthalmic nurses. The structure of the programme is based on the four pillars of clinical, leadership, education and research.

The programme runs over two years with apprentices taking 60 academic credits worth of modules plus an uncredited End Point Assessment module and End Point Assessment that they are required to complete in order to be awarded the full Enhanced Clinical Practitioner award.

In Year 1, Apprentices complete four 15 credit modules in Terms 1 and 2 (two per term). Year two consists of the uncredited End Point Assessment preparation module in Terms 1 and 2, culminating in their final End Point Assessment in June/July.

The full list of modules taken on the programme are as follows:

Module code	Module name	Credits
OPHT0047	Advanced Practice in Cataract	15 credits
OPHT0048	Fundamental Medical Retina	15 credits
OPHT0087	Fundamental Glaucoma	15 credits
OPHT0088	Fundamental Ocular Emergencies	15 credits
OPHT0094	ECP Research in Practice	0 credits

More information on the content of each module can be found in UCL's module catalogue.

All modules are compulsory and must be taken as indicated in the Programme Diet below.

Teaching and learning activities take place online via UCL's Moodle platform with live online teaching sessions taking place roughly 2-3 times per module via Zoom.

Apprentices sit summative assessments for each module at the end of each term. This typically consists of either online exams (MCQs, Patient Management Case Scenarios/Short answer written papers) with the exception of the End Point Assessment, which consists of a Quality Improvement Proposal Report and a Portfolio discussion. In addition, apprentices will also complete a curriculum of workplace-based learning and formative assessment.

Optional in-person practical skills days take place in June/July of year 1 to give apprentices the opportunity to learn and try out techniques for Glaucoma, Medical Retina and Ocular Emergencies modules.

On completion of the programme, apprentices will have met all of the Knowledge, Skills and Behaviours (KSBs) listed in the Enhanced Clinical Practitioner apprenticeship standard.

Programme Diet

Year 1 (60 credits)

TERM 1		TERM 2		TERM 3	
Fundamental Ocular Emergencies	Compulsory 15 credits	Advanced Practice in Cataract	Compulsory 15 credits	Nil	
Fundamental Medical Retina	Compulsory 15 credits	Fundamental Glaucoma	Compulsory 15 credits		

Year 2 (0 credits)

TERM 1		TERM 2		TERM 3	
OPHT0094 ECP Research in Practice				Compulsory uncredited	
				End Point Assessment	Compulsory

Apprenticeship schedule

Study Year (months)	Autumn (Sept – Dec)	Spring (Jan – May)		Summer (June – August)
1 (1-12)	Semester 1 University and work-based learning	Semester 2 University and work-based learning		Semester 3 University and/or work-based learning **Progress review**
2 (13-24)	Semester 4 University and work-based learning	Semester 5 University and work-based learning	GATEWAY	**Semester 6 End Point Assessment**

Off-the-Job Training hours

Apprentices must receive a minimum of 20% of their weekly working hours off of their usual duties to complete developmental activities related to the apprenticeship programme. This is a condition of the apprenticeship contract and funding.

An explanation of what can and can't be counted as off job training is included below.

OFF JOB is:

- The teaching of theory (for example: lectures, role playing, simulation exercises, online learning or manufacturer training).
- Practical training: shadowing; mentoring; industry visits and attendance at competitions.
- Learning support and time spent writing assessments/ assignments.

OFF JOB does not include:

- training to acquire knowledge, skills and behaviours that are not required in the apprenticeship standard;
- Progress reviews or on-programme assessment required for an apprenticeship standard
- Training which takes place outside the apprentice's normal working hours.

Off-Job training is primarily learner-led (with the learner identifying areas for observations and feedback) but it is the responsibility of the apprentice's workplace to arrange placements where needed and their Educational Supervisor to oversee their completion of the workplace-based assessments as a whole. Responsibility can be passed to a Clinical Supervisor specialising in a certain area if they are better placed to manage opportunities in a certain area eg. Glaucoma but overall responsibility remains with the Educational Supervisor

Recording Off-the-Job Training hours

Apprentices are required to keep a log of how their Off Job training hours have been used throughout the duration of the programme and how they relate to the [Knowledge, Skills and Behaviours (KSBs)](#) in the apprenticeship standard. A number of resources have been developed to help with this.

MyPortfolio

Once fully enrolled as a apprentice at UCL, apprentices will be able to create an e-portfolio on the university's MyPortfolio system to store their Off Job evidence securely. The system can be accessed [here](#). A tutorial video to help apprentices set up their portfolio can be viewed [here](#).

First day of study form

Within the first week of starting the programme, apprentices are required to complete the First day of study form to document the first off-job activity related to the programme. A copy of the form can be found in **appendix two** of this document. A copy of the form should be uploaded to the apprentice's e-Portfolio.

Off Job monthly logging form

At the end of each month, apprentices should complete a copy of the Off Job hours monthly logging form to document how they've used their off job hours that month. A copy of the form can be found in **appendix three** of this document. A copy of the form should be uploaded to the apprentice's e-Portfolio.

Workplace-Based Assessment (WBA) Curriculum

To help apprentices develop their clinical practice in the workplace, a curriculum of workplace-based learning and assessment has been developed for the clinical modules; Glaucoma, Medical Retina, Ocular Emergencies and Cataract modules. This is in order for apprentices to gain the necessary work-place skills to assess and manage patients. Work-place learning and assessment is supplemented by the apprentice's theoretical learning on their modules and if possible should be done hand in hand with the relevant UCL clinical module and in appropriate workplace clinics.

The workplace learning and assessment is carried out in the apprentice's workplace alongside the academic components of the course. It should supported by clinical and educational supervisors in their workplace. The university (UCL) supplies the curriculum for students to follow. It can be used to map off-the-job training to the Knowledge, Skills and Behaviours (KSBs) in the Enhanced Clinical Practitioner apprenticeship standard where appropriate.

The workplace learning curriculum includes workplace-based assessments, case-based discussions and a log of patients cases (clinical episodes) that you have seen. More information about WBAs can be found in the WBA handbook.

Tripartite Meetings

As part of the requirements for the Apprenticeship programme, apprentices are required to have regular reviews of their progress (Tripartites) with their employer and a UCL representative (the Tripartite tutor). Each meeting will cover what the apprentice has been doing in relation to the programme since the previous meeting, what they and their employer feel is going well and give both the opportunity to raise any issues that may be affecting the apprentice's progress or questions in relation to the programme.

The meetings are an essential part of the apprenticeship programme. Failure to complete sufficient regular Tripartite meetings may delay the apprentice's ability to begin the End Point Assessment and completion of the programme.

Who's involved

- Apprentice
- Employer Representative (usually Educational Supervisor)
- Tripartite tutor (allocated member of UCL staff)

When

Tripartite meetings take place quarterly throughout the apprentice's time on the programme (roughly in November, February, May and July each year).

It is recommended that dates are booked for the whole academic year as soon as possible to help everyone concerned manage their diaries and ensure the meetings take place regularly.

Any meetings held longer than 12 weeks since the last meeting must have an explanation listed on the form as to why it wasn't possible to hold the meeting within the timeframe.

The process

At least two weeks before each meeting, the Tripartite tutor should send the apprentice and employer a copy of the tripartite form, asking them to complete sections 1-5 ahead of the meeting and returning it to them in advance of the day itself.

After each Tripartite meeting, the Tripartite tutor will finalise and sign the Tripartite meeting form summarising what has been discussed and listing any agreed action points. A copy will then be sent to the apprentice and their employer, which they will both need to sign and return as confirmation that they are happy it's an accurate representation of what was discussed.

Signed forms should be returned to ioo.pgt@ucl.ac.uk promptly after each meeting.

Taking a break in learning/interruption of studies

A break in learning is an authorised break in training where the apprentice is not continuing with their apprenticeship but have agreed with their employer and the main provider that they intend to resume the apprenticeship in the future. The end date or return to study date should be agreed, although this can be reviewed as needed. A break should not exceed 12 months to ensure the course can be completed before the apprentice's student registration ends.

Breaks in learning cannot be used solely to avoid sitting assessments. Apprentices experiencing significant unexpected and unforeseen issues that significantly affect their ability to sit assessments must make a submission under UCL's Extenuating Circumstances process. Subsequent failure to attend or submit assessments scheduled would result in the apprentice being marked as having failed to attend and losing one of their two attempts at their assessments.

Outgoing

1. Apprentice speaks to their employer about taking a break from the programme
2. If Employer agrees to the break, the apprentice contacts admin team (ioo.pgt@ucl.ac.uk) with their employer cced in to let them know.
3. Admin team arranges a meeting with the apprentice, their employer and the apprentice's Tripartite tutor (in some cases one of the Programme Leads may also attend) to complete the Break in Learning form and confirm their last day of study before the break, what learning activity took place then, when they will return and any support they may need while on their break in learning or on their return.
4. Apprenticeship Break in Learning form completed by tripartite tutor to confirm meeting activity. The form is then signed by the apprentice, employer and provider and returned to ioo.pgt@ucl.ac.uk
5. Employer and UCL update DAS system to show apprentice taking break to pause funding

While on a Break in learning

While on their break in learning, the apprentice should continue to check their UCL email account regularly for any important announcements and actions and to keep the account active (for security reasons, their password will expire every 3-4 months).

If the break in learning spans an academic year, the apprentice will need to complete the re-enrolment task on Portico in August/September to keep their Apprentice Record active for when they will return. They will not need to register any modules until they return and no fees will be incurred.

Return

1. Apprentice notifies the admin team at least one month in advance of their return date to confirm they're planning to return to the programme
2. Admin team arranges a meeting with the apprentice, their employer and the apprentice's Tripartite tutor (in some cases one of the Programme Leads may also attend) to confirm they are returning to the same apprenticeship with the same employer, which modules they will be completing, revise commitment and apprenticeship agreements with updated dates and discuss any support they may need on their return.
3. Commitment statements and Apprenticeship agreements are updated and sent to the apprentice and their employer to be signed and returned to ioo.pgt@ucl.ac.uk
4. Employer and UCL update DAS system to show apprentice returning to restart funding

Withdrawal from Studies

Where an apprentice is unable or chooses not to carry on with their apprenticeship, they will be required to formally withdraw from the programme. The apprentice will need to inform the admin team and complete the online withdrawal form via their UCL Portico account to close their Apprentice Record. Depending on the number of credits they have completed up to that point, they may be eligible for an exit award (non-ECP PG Cert Optometry and Ophthalmology).

The employer and provider will need to update the DAS system to show the apprentice has withdrawn from the programme.

End Point Assessment Gateway

Overview

The End Point Gateway assessment acts as a review to confirm that the apprentice is ready to sit their End Point Assessment. It typically takes place in March/April of the apprentice's second year of the programme to mark the end of the practical period of the apprenticeship, although this may vary depending on their progress through the programme, credits RPLed etc.

In order to pass through the gateway, apprentices must have met **all** of the following steps:

- Achievement of English and Mathematics qualification at a minimum of level 2 as per general apprenticeship requirements and suitable evidence provided to the university
- Confirmation from the employer that the requirements of the apprentice agreement and knowledge, skills and behaviours from the standard has been met within the apprentice's workplace including completion of all workplace-based assessments
- Confirmation by the employer of the apprentice's readiness to progress to the EPA.

The apprentice's quality improvement proposal's subject, title and scope will be agreed between the employer and UCL (as the End Point Assessment Organisation) at the gateway. A brief summary of what the project will cover should be submitted along with the Sign off forms at the gateway using the template provided in appendix seven. This should demonstrate that the project will provide sufficient opportunity for the apprentice to cover the KSBs mapped to this method. The brief summary is not assessed and should be no more than 500 words.

Gateway Process

The process works as follows:

1. The apprentice completes the ECP apprenticeship Knowledge, Skills and Behaviours mapping document and 500 word QI proposal summary and uploads them along with their evidence to their online portfolio
2. The apprentice sends their Educational Supervisor a link to their online portfolio 3-4 weeks ahead of the meeting date
3. The Educational Supervisor reviews the apprentice's portfolio against the Knowledge, Skills and Behaviours in the Enhanced Clinical Practitioner apprenticeship framework looking at whether they have appropriate evidence for each competency that shows the apprentice has met it at the required level and checks the suitability of their QI proposal.
4. The Educational Supervisor and the apprentice meet to discuss the apprentice's portfolio and QI proposal summary before the Education Supervisor makes a final decision on whether they feel the apprentice is ready to pass through the gateway and sit their End Point Assessment. The Educational Supervisor completes the first part of the End Point Assessment Final Review and Sign Off form.
5. The Educational Supervisor meets with one of the Programme Leads to discuss the Overall Assessment part of the Final Review and Sign Off form and make an overall decision on whether the apprentice meets all of the requirements to pass through the gateway and if they have a suitable QI proposal subject, topic and scope identified. If not, new dates for providing outstanding evidence and review meetings are set. Depending on how much is outstanding, this may also lead to the End Point Assessment being delayed. All three parties sign the form and a copy is returned to ioo.pgt@ucl.ac.uk,

Documents

There are four key documents to help with the gateway process:

1. **ECP apprenticeship Knowledge, Skills and Behaviours mapping document (appendix five)** – designed to help apprentices review their evidence and make sure they have evidence for each of the Enhanced Clinical Practitioner knowledge, skills and behaviours competencies from the apprenticeship standard in their portfolio. It also helps the Educational Supervisor navigate the apprentice's portfolio when reviewing ahead of the gateway assessment. We recommend completing the mapping document electronically rather than in paper format to give more space to write in each section and edit if needed.

   Evidence from any of the modules or workplace-based assessments completed while on the programme can be used to meet a competency.

   When mapping evidence, the best way to complete the document is to make a reference to a specific piece of evidence eg. Glaucoma CbD 23/3/24 for a competency as this will help both the apprentice and Educational Supervisor find the relevant files and will help for a speedier review meeting. A piece of evidence can be used for more than one competency if both parties feel it meets them both.

2. **End Point Assessment Final Review and sign off form (appendix six)** – this acts as a written record of the gateway review process outcome and confirmation that the apprentice has met all of the required criteria before being put forward for the End Point Assessment. Apprentices will only be allowed through the gateway once all of the criteria has been met.

3. **QI proposal summary template (appendix seven)** – template for apprentices to set out the subject, topic and scope of their QI proposal report to be reviewed by their Educational Supervisor and UCL (as the End Point Assessment Organisation) to ensure the project will provide sufficient opportunity for the apprentice to cover the KSBs mapped to this method

4. **Sharing MyPortfolio with non UCL people guide (appendix eight)** – instructions for apprentices on how to share their UCL e-portfolio with their Educational Supervisor or other non-UCL people who may need to look at it.

Timelines/deadlines

Key dates leading up to the gateway assessment are:

Late February – apprentices to send their Educational Supervisor a link to their online portfolio and a completed copy of the mapping document as well as QI proposal summary 1-2 weeks before the in person review date

Mid-Late March – Educational Supervisor to meet with apprentices in one-to-one meetings to discuss portfolio and QI proposal summary and complete first part of the End Point Assessment Final Review and Sign Off Form.

Early-Mid April – Educational Supervisor and UCL Programme Lead to meet to complete Overall Assessment part of End Point Assessment Final Review and Sign Off form and check suitability of QI proposal report subject, title and scope.

End Point Assessment

The End Point Assessment consists of two components:

- 5000 word Quality improvement proposal report with question and answer session
- Professional discussion underpinned by a portfolio of evidence

There will be further briefings on what the End Point Assessment involves in more details and how to prepare as part of the OPHT0094 ECP Research in Practice module taken in the apprentice's final year.

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 (or equivalent) installed. The free version provides all the necessary functionality to create digital signatures.

Once installed, complete the instructions in this video 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: PG Cert Enhanced Clinical Practice in Ophthalmology Apprenticeship
First day of study Record Form

Apprentice Name:	
Academic Year:	
Employer:	
Educational Supervisor:	

OFF JOB is:

- The teaching of theory (for example: lectures, role playing, simulation exercises, online learning or manufacturer training).
- Practical training: shadowing; mentoring; industry visits and attendance at competitions.
- Learning support and time spent writing assessments/ assignments.

OFF JOB does not include:

- training to acquire knowledge, skills and behaviours that are not required in the apprenticeship standard;
- Progress reviews or on-programme assessment required for an apprenticeship standard
- Training which takes place outside the apprentice's normal working hours.

Please provide a summary of the off job training activities you have completed on your first day of study and reference which of the Key Skills, Knowledge and Behaviours (KSBs) they relate to in the table below. A list of the apprenticeship KSBs can be found in the Appendix Four:

Start date:	
Start date learning activity:	

KSB reference(s) e.g. K1.3	Date	Mode e.g. lecture	Duration (hh:mm)
Add additional rows if necessary			

Signature (Apprentice):	
Signature (Educational Supervisor):	

APPENDIX THREE: PG Cert Enhanced Clinical Practice in Ophthalmology Apprenticeship Off Job Hours Monthly Log Form

Apprentice Name:	
Academic Year:	
Employer:	
Educational Supervisor:	

Module selection for academic year

Term 1:	
Term 2:	

Month covered:	
Number of off job hours completed this month:	
Number of off job hours remaining to be completed in total:	

OFF JOB is:

- The teaching of theory (for example: lectures, role playing, simulation exercises, online learning or manufacturer training).
- Practical training: shadowing; mentoring; industry visits and attendance at competitions.
- Learning support and time spent writing assessments/ assignments.

OFF JOB does not include:

- training to acquire knowledge, skills and behaviours that are not required in the apprenticeship standard;
- Progress reviews or on-programme assessment required for an apprenticeship standard
- Training which takes place outside the apprentice's normal working hours.

Please provide a summary of the off job training activities you have completed this month and reference which of the Key Skills, Knowledge and Behaviours (KSBs) they relate to in the table below. A list of the apprenticeship KSBs can be found in the Appendix:

KSB reference(s) e.g. K1.3	Date	Mode e.g. lecture	Duration (hh:mm)
Add additional rows if necessary			

Signature (Apprentice):	
Signature (Educational Supervisor):	

APPENDIX FOUR: Enhanced Clinical Practitioner Apprenticeship Key Skills, Knowledge and Behaviours (KSBs)

Knowledge	What is required
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
Skills	**What is required**
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 assessments
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
Behaviours	**What is required**
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

APPENDIX FIVE: ECP apprenticeship Knowledge, Skills and Behaviours mapping document

Knowledge	What is required	Evidence Provided
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	

		Evidence Provided
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	
Skills	**What is required**	**Evidence Provided**
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 assessments	
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	
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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	

Behaviours	What is required	Evidence Provided
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	

**APPENDIX SIX: PG Cert Enhanced Clinical Practice in Ophthalmology Apprenticeship
End Point Assessment Gateway Review and Sign off Form**

Apprentice Name:	
UCL Student Number:	
Apprenticeship Standard	
Employer:	

Please complete all parts of this form electronically before adding signatures

This form is designed to confirm if the employer, apprentice and provider feel that the apprentice meets all end-point assessment requirements and is ready to undertake End Point Assessment. It should be completed and signed by the employer, provider and apprentice once they have met to discuss and reviewed the apprentice's portfolio of evidence. A completed copy of the form should then be returned to the programme administrator (ioo.pgt@ucl.ac.uk) and uploaded to the apprentice's e-portfolio. Incomplete or unsigned forms will not be accepted.

In order to pass through the End Point Assessment gateway, the apprentice must have completed the off-job training hours listed in on their Apprenticeship Agreement and completed and evidenced **all** of the Knowledge, Skills and Behaviours (KSBs) to a satisfactory level. The apprentice cannot pass through the gateway if any of these have not been met.

Where an apprentice still has elements outstanding, please list these in the relevant section of the form along with a new review date and return a signed copy of the form to the programme administrator. Once outstanding elements have been completed a new version of this form should be completed, signed and returned.

In addition to completing their off-job training hours and KSBs, the apprentice must also have met the following to pass through the gateway:

- Have completed all of the outcomes listed on the relevant Workplace-Based Assessment (WBA) curriculum spreadsheets to the required level

- Have achievement of English and Mathematics qualification at a minimum of level 2 as per general apprenticeship requirements

- Have identified an appropriate Quality Improvement (QI) subject, title and scope and written a 500 word summary to be submitted at gateway to provide the independent assessor with assurance that that all of the KSBs mapped to this assessment method will be evidenced in the full quality improvement proposal report.

Until all criteria have been met, the apprentice will not be able to sit their End Point Assessment to complete the programme.

Off-Job training hours

Planned amount of off-job training hours in Apprenticeship Agreement:	
Number of off-job training hours completed:	

Notes *(if number of hours completed is lower than the number listed on the apprenticeship agreement, please note why this is)*

Workplace-Based Assessments

Has the apprentice completed all outcomes listed in the relevant WBA curriculum spreadsheets? *(if no, please list which elements are outstanding in the notes/evidence field below)*	**Yes/No/NA (delete as appropriate)**
Are you satisfied that the apprentice is practicing all outcomes at the required level? *(if no, please list which elements are outstanding in the notes/evidence field below)*	**Yes/No/NA (delete as appropriate)**

Notes/Evidence reviewed

Knowledge

Has the apprentice completed all **knowledge** outcomes listed in the apprenticeship standard? *(if no, please list which elements are outstanding in the notes/evidence field below)*	**Yes/No (delete as appropriate)**
Are you satisfied that the apprentice is practicing all outcomes at the required level? *(if no, please list which elements are outstanding in the notes/evidence field below)*	**Yes/No (delete as appropriate)**

Notes/Evidence reviewed

Skills

Has the apprentice completed all **Skills** outcomes listed in the apprenticeship standard? *(if no, please list which elements are outstanding in the notes/evidence field below)*	**Yes/No (delete as appropriate)**
Are you satisfied that the apprentice is practicing all outcomes at the required level? *(if no, please list which elements are outstanding in the notes/evidence field below)*	**Yes/No (delete as appropriate)**

Notes/Evidence reviewed

Behaviours

Has the apprentice completed all **Behaviours** outcomes listed in the apprenticeship standard? *(if no, please list which elements are outstanding in the notes/evidence field below)*	**Yes/No (delete as appropriate)**
Are you satisfied that the apprentice is practicing all outcomes at the required level? *(if no, please list which elements are outstanding in the notes/evidence field below)*	**Yes/No (delete as appropriate)**

Notes/Evidence reviewed

Overall Assessment

Has the apprentice completed all of their off-job training hours?	**Yes/No (delete as appropriate)**
Has the apprentice provided evidence for all knowledge, skills and behaviours from the apprenticeship standard?	**Yes/No (delete as appropriate)**
Has the apprentice met all of the requirements of the apprentice agreement and knowledge, skills and behaviours from the standard been met within the apprentice's workplace?	**Yes/No (delete as appropriate)**
Has the apprentice completed all outcomes listed in the relevant WBA curriculum spreadsheets to the required standard?	**Yes/No (delete as appropriate)**
Does the apprentice hold at least a Level 2 (GCSE grade A-C) qualification in English and Maths and have they provided satisfactory evidence of achievement to the university?	**Yes/No (delete as appropriate)**
Is the apprentice ready to progress to the End Point Assessment?	**Yes/No (delete as appropriate)**
Will the apprentice continue be employed until the End Point Assessment is completed?	**Yes/No (delete as appropriate)**
Does the apprentice have a suitable QI Subject, Topic and scope?	**Yes/No (delete as appropriate)**
Has the apprentice completed their 500 word QI proposal summary and is it ready to submit?	**Yes/No (delete as appropriate)**

Notes/Comments *(if any criteria are listed as no, please provide details and a new review date below)*

Signature (Employer)	
Print (Employer)	
Signature (Provider)	
Print (Provider)	
Date:	

Statement from Apprentice

I have completed all of my off-job training hours	**Yes/No (delete as appropriate)**
I have provided evidence for all knowledge, skills and behaviours from the apprenticeship standard	**Yes/No (delete as appropriate)**
I feel I have met all the requirements of the apprentice agreement and knowledge, skills and behaviours from the standard have been met within the my workplace	**Yes/No (delete as appropriate)**
I have completed all of the outcomes listed in the relevant WBA curriculum spreadsheets	**Yes/No (delete as appropriate)**
I feel ready to progress to the End Point Assessment	**Yes/No (delete as appropriate)**
I will continue be employed until the End Point Assessment is completed	**Yes/No (delete as appropriate)**
I have at least a Level 2 (GCSE grade A-C) qualification in English and Maths and have provided satisfactory evidence of achievement to the university	**Yes/No (delete as appropriate)**
I have completed my 500 word QI proposal summary and it is ready to submit	**Yes/No (delete as appropriate)**

Notes/Comments *(if any criteria are listed as no, please provide details below)*

Signature (Apprentice)	
Print (Apprentice)	
Date:	

APPENDIX SEVEN: QI Proposal Summary template

Please outline your QI proposal below. You should demonstrate that the project will provide sufficient opportunity for the you to cover the KSBs mapped to this method.

The brief summary is not assessed – it is designed to provide the End Point independent assessor with assurance that that all of the KSBs mapped to this assessment method will be evidenced in the full quality improvement proposal report. The summary should be no more than **500 words, completed electronically** and must be submitted at the time of your gateway assessment.

Apprentice Name:	
UCL Student Number:	
Employer:	

QI proposal subject:	
QI proposal topic:	

QI proposal scope and further explanation

## Confirmation from Employer and Provider/EPAO

I agree that the apprentice's QI proposal subject, title and scope provide them with sufficient opportunity to meet the KSBs attached to the Quality improvement proposal report assessment. I am happy for them to continue to the End Point Assessment.

|	
Signature (Employer)	
Print (Employer)	
Signature (Provider/EPAO)	
Print (Provider/EPAO)	
Date:	

APPENDIX EIGHT: Sharing MyPortfolio with non-UCL people guide

Ahead of your End Point Gateway assessment, your workplace Educational Supervisor will need to review the evidence in your Portfolio to make sure you have something at the appropriate standard for each of the Knowledge, Skills and Behaviours (KSBs) listed for the apprenticeship. As they won't have a UCL MyPortfolio account, you will need to follow the process below to generate a Secret URL to allow them to access it.
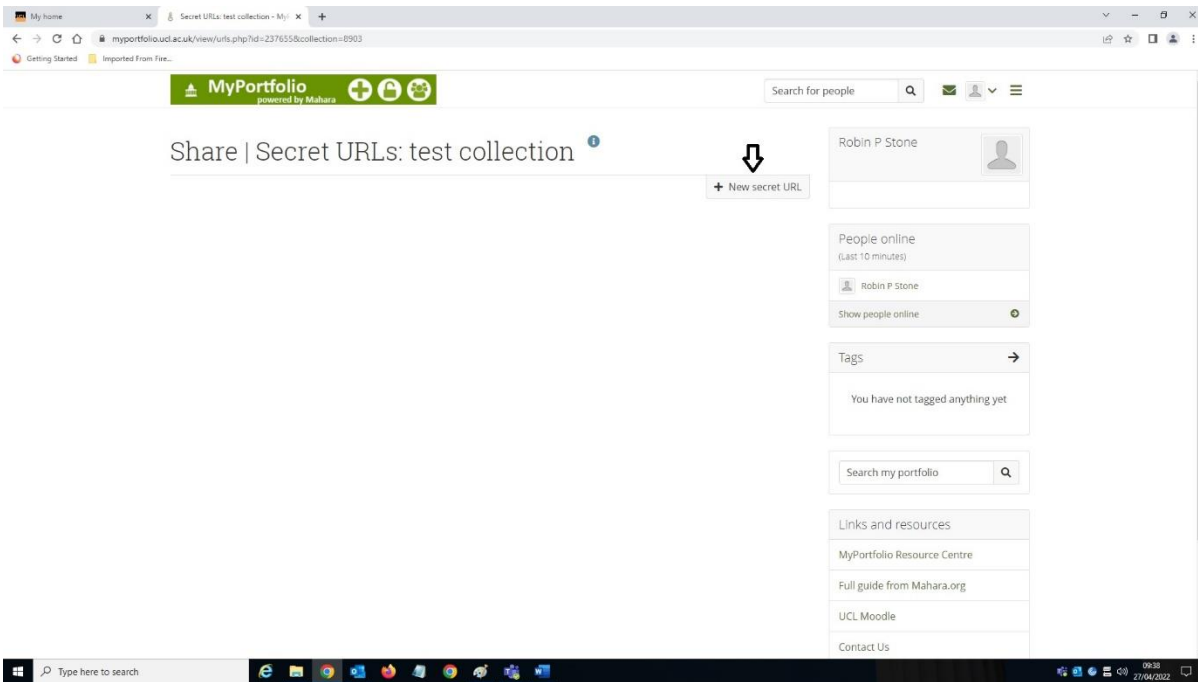
1. From the Dashboard in MyPortfolio click on the Share button.
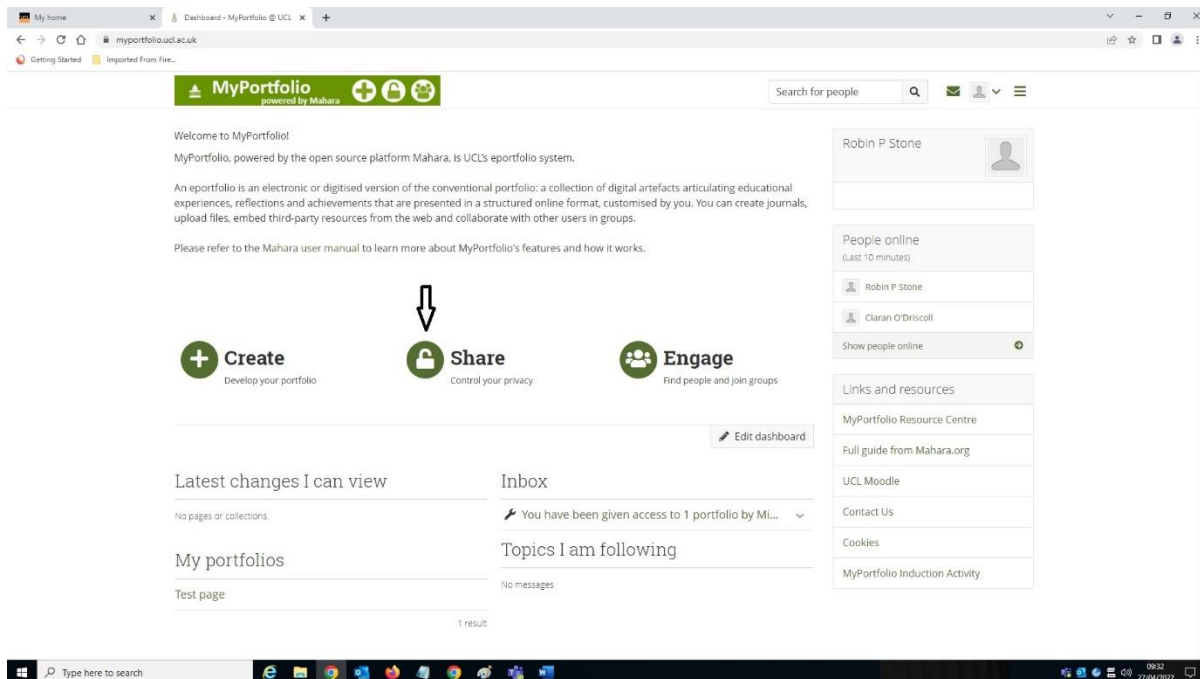
2. Under the Share heading, select either the Collections or Pages tab. Identify the Collection/Page that you want a Secret URL for, and click on the adjacent Secret URLS icon.
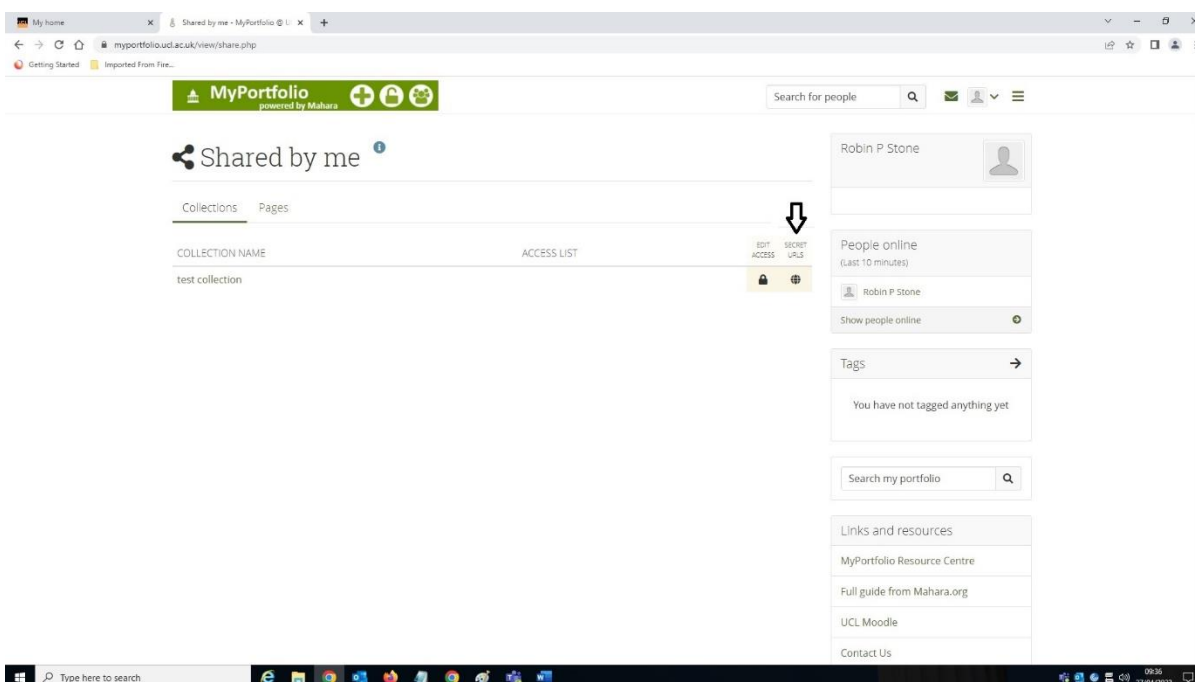
3. Click on + New secret URL.

4. Click on the Copy secret URL to clipboard icon. You can paste the link into an email to send to the relevant person/people. This link will work for anyone who has it so make sure you are only sending it to people you want to access it. You can delete the link at any time by click on the bin icon next to the URL.