UCL Institute of Ophthalmology

Advanced Practice in Ophthalmology (Integrated Degree Apprenticeship) MSc

Apprenticeship handbook

2023/24

Contents

Information is correct at the time of writing (5th July 2023)

Introduction

Thank you for choosing to complete the UCL Advanced Practice in Ophthalmology (Integrated Degree Apprenticeship) MSc 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 deadline listed on the programme's prospectus page, 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 and a link to the Online Application system can be found on the programme's page of the Institute of Ophthalmology's website.

Entry Requirements

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

- Minimum 2:1 UK undergraduate degree or equivalent in Optometry, Ophthalmology or Nursing with an Ophthalmic speciality (Ophthalmic nurses who already have OPT level 1 and 2 competencies desirable).*
- Minimum Level 2/GCSE grade C or equivalent in Maths and English
- Employed in UK by an employer with access to apprenticeship funding who is willing to support them through the programme both financially and in completing work eg. providing min 20% off the job training time, providing Educational Supervisor to support locally, managing OTJ activities and hours
- 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 Advanced 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 in one of two ways:

- In Lieu - where an apprentice wishes to take an additional Specialist module in place of a Fundamental module
- Towards award - where an apprentice wishes to use previously obtained credits towards their 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.

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 three years with apprentices taking 60 academic credits worth of modules in each academic year.

In Years 1 and 2, Apprentices complete four 15 credit modules in Terms 1 and 2 (two per term). Their final year consists of two 30 credit modules running for the whole of the academic year and culminating in their final End Point Assessment in August/September.

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

Module code	Module name	Credits
OPHT0048	Fundamental Medical Retina	15 credits
OPHT0087	Fundamental Glaucoma	15 credits
OPHT0088	Fundamental Ocular Emergencies	15 credits
OPHT0090	Principles of Advanced Practice	15 credits
OPHT0047	Advanced Practice in Cataract	15 credits
OPHT0058	Research and Statistics for Non-Medical Professionals	15 credits
OPHT0059	Clinical Leadership for Non-Medical Professionals	15 credits
OPHT00XX	Specialist module (choice of Medical Retina, Glaucoma or Ocular Emergencies)	15 credits
OPHT0061	Research Report	30 credits
OPHT0062	Journal Article and End Point Assessment	30 credits

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

Apprentices take one Specialist module of their choice (Glaucoma, Medical Retina or Ocular Emergencies) in Year 2.

All other 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) or longer pieces of coursework. 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 each year 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 Advanced Clinical Practitioner apprenticeship standard.

Programme Diet

Year 1 (60 credits)

TERM 1		TERM 2		TERM 3	
OPHT0048 Fundamental Medical Retina	Compulsory 15 credits	OPHT0047 Advanced Practice in Cataract	Compulsory 15 credits	Nil	
OPHT0088 Fundamental Ocular Emergencies	Compulsory 15 credits	OPHT0087 Fundamental Glaucoma	Compulsory 15 credits		

Year 2 (60 credits)

TERM 1		TERM 2		TERM 3	
OPHT0090 Principles of Advanced Practice	Compulsory 15 credits	OPHT0059 Clinical Leadership for Non Medical Professionals	Compulsory 15 credits	Nil	
OPHT0058 Research Methods and Statistics for Non Medical Professionals	Compulsory 15 credits	Specialist area (choose one): - OPHT0091 Specialist Glaucoma - OPHT0089 Specialist Ocular emergencies – OPHT0049 Specialist Medical Retina	Optional 15 credits		

Year 3 (60 credits)

TERM 1		TERM 2		TERM 3	
OPHT0061 Research Report 30 credits					Compulsory
OPHT0062 Journal article and End Point Assessment 30 credits					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**		60 cr*.
2 (13-24)	Semester 4 University and work based learning	Semester 5 University and work based learning **Progress review**	120 Cr.*	Semester 6 University and work based learning	
3 (25-36)	Semester 7 and 8 University and work based learning. **Progress review** 160cr*		GATEWAY	Semester 9 End Point Assessment (20 credits)	180 cr*.

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:

- Time spent on initial assessment and onboarding activities
- English and maths training, up to and including level 2
- Training to acquire knowledge, skills and behaviours that are not required by the apprenticeship standard
- Progress reviews or on-programme assessments
- Training which takes place outside the apprentice's normal working hours (unless the apprentice has been paid for these additional hours or been given time off in lieu)

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 students develop their clinical practice in the workplace, a curriculum of workplace-based learning and assessment has been developed for the clinical module; Glaucoma, Medical Retina, Ocular Emergencies and Cataract modules at both Fundamental and Specialist level where applicable. This is in order apprentices you 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 Advanced 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.

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 (PG Cert or PG Dip).

The employer and provider will need to update the DAS system to show the apprentice has withdrawn from the programme. The last day of study must be the same as the start date of the break in learning.

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 June/July of the apprentice's third 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:

- Registered with a statutory health and/or social care regulator with proof of current registration.
- Achievement of English and mathematics qualification at a minimum of level 2 as per general apprenticeship requirements
- 160 credits of an integrated Masters degree in Advanced Clinical Practice from the on-programme apprenticeship formally confirmed prior to the gateway progression.
- 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
- Confirmation by the employer of the apprentice's readiness to progress to the EPA.

Gateway Process

The process works as follows:

1. The apprentice completes the ACP apprenticeship Knowledge, Skills and Behaviours mapping document and uploads it 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 Advanced 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.
4. The Educational Supervisor and the apprentice meet to discuss the apprentice's portfolio 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. 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 three key documents to help with the gateway process:

1. **ACP 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 Advanced 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 1 CbD 23/3/21 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. **Sharing MyPortfolio with non UCL people guide (appendix seven)** – 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:

Early June – apprentices to send their Educational Supervisor a link to their online portfolio and a completed copy of the mapping document 1-2 weeks before the in person review date

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

End June – Educational Supervisor and UCL Programme Lead to meet to complete Overall Assessment part of End Point Assessment Final Review and Sign Off form

End Point Assessment

The End Point Assessment consists of two components:

- Open Book exam (in-person)
- Presentation of Practice (Written Practice Change Report and in-person presentation)

All End Point Assessments for will take place in late August 24. These will take place in-person in London at the Institute of Ophthalmology (nearest tube/station is Old Street - map). Final year apprentices must make sure they are available on this date.

Individual reporting instructions will be sent to each apprentice who progresses through the EPA gateway in mid-July giving a specific reporting time and more information on where to go and what to expect on the day. We won't be able to finalise the timetable until we have confirmation of who will be sitting but apprentices will need to be available for both AM and PM regardless of when they are scheduled.

We will not be taking requests to be timetabled for a particular start or end time.

Apprentices will be required to submit their final three Case Studies, Written Practice Change Report and Presentation slides via the Turnitin portals in the OPHT0062 Moodle module at least 10 days in advance allow the assessors time to review your Presentation of Practice and your Case Studies to be printed ahead of the exam date.

More information on what each element of the End Point Assessment involves can be found on the OPHT0062 Journal Article and End Point Assessment Moodle page and in the Assessment Plan hosted on the [Advanced Clinical Practitioner page of the Institute for Apprenticeships website](#).

For apprentices who have not met the Gateway criteria in time, the next gateway date will be in mid-November ahead of an End Point Assessment in February 2025.

Final Awards

Apprentices who pass their End Point Assessment will receive two awards:

Advanced Clinical Practice in Ophthalmology MSc (UCL)	Calculated from overall module marks of all completed modules weighted based on the amount of credits they carry
Certificate of Completion (Institute for Apprenticeships)	Calculated from scores of End Point Assessment components (Presentation of Practice and Open Book exam) based on marking and award scheme for Advanced Clinical Practitioner Apprenticeship Standard set out by the Institute for Apprenticeships

Apprentices who fail to pass their End Point Assessment or who leave the course before completing it may be eligible for an exit award from UCL depending on the number of academic credits they have completed:

Postgraduate Certificate (PGCert) Optometry and Ophthalmology	Completed 60 academic credits as part of the course
Postgraduate Diploma (PGDIP) Optometry and Ophthalmology	Completed 120 academic credits as part of the course

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)

Signatories:

Apprentice:	
Employer:	

Signatories:

Apprentice:	Giles Poulsom Digitally signed by Giles Poulsom Date: 2020.08.06 10:18:47 +02'00'
Employer:	

APPENDIX TWO: Advanced Practice in Ophthalmology MSc Degree 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:

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):	

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: Advanced Clinical Practitioner Apprenticeship Key Skills, Knowledge and Behaviours (KSBs)

Knowledge	What is required
K1. Advanced Clinical Practice	1.1 Local, national policies and procedures within your scope of practice, the professional and regulatory codes of conduct relevant to your advanced clinical practice; the importance of working within boundaries of practice; the range of physical, psychological, pharmacological, diagnostic and therapeutic interventions within your scope of practice
	1.2 The range of physical, psychological and population based assessment methods used within your area of practice and the application of pathophysiology to underpin assessment and diagnosis
	1.3 The causes, signs, symptoms and impact of physical and mental health conditions within your scope of practice; how to draw on a diverse range of knowledge and critical thinking in your decision-making to determine evidence- based therapeutic interventions
	1.4 How to assess risk in relation to health and wellbeing; the principles of health promotion and prevention; strategies to engage and influence people; the range of health promotion tools available including the importance of therapeutic communication and behavioural change
	1.5 How to plan and manage a defined episode of care within your area of clinical practice, which may include admission, referral or discharge, to other services; methods and techniques to evaluate interventions and how to use the outcomes to instigate service development
	1.6 Local and national policies, regulatory frameworks and guidelines for prescribing where appropriate; knowledge of pharmacotherapeutics relative to your scope of practice
	1.7 Strategies to mitigate risk
	1.8 The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment.
K2. Education	2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design
	2.2 Your role, responsibility and motivation to manage your own learning; the range of tools and techniques that can be used to direct own learning, set goals and evaluate learning
	2.3 The application of teaching and learning theories and models in health and care; how to identify learning needs; organisational and professional roles and responsibilities in relation to life-long learning

	2.4 The importance and impact of organisational culture in learning and development; techniques to influence organisational culture.
K3. Clinical Leadership	3.1 Methods and systems to measure impact of advanced clinical practice
	3.2 The implications and applications of epidemiological, demographic, social, political and professional trends and developments appropriate to your clinical practice
	3.3 Theories, techniques and models of leadership and teamwork and how these can be applied across professional boundaries in health and social care
	3.4 The importance and impact of peer review and evaluation in advanced clinical practice
	3.5 Theories, models and techniques which can be deployed across health and social care systems to affect change at individual, team and organisational level
	3.6 The range of legal, ethical, professional and organisational policies, procedures and codes of conduct that apply to your practice
	3.7 The range of evidence-based strategies to manage risk in clinical practice.
K4. Research	4.1 National and international quality standards; the effect of policy on health and social care
	4.2 The range of valid and reliable evaluation and audit methods used in clinical practice
	4.3 The range of quantitative and qualitative research methodologies relevant for use in health and social care; the roles and responsibilities of those involved in research; the range of legal, ethical, professional, financial and organisational policies and procedures that will apply to your research activities; the importance and impact of research on advancing clinical practices
	4.4 Critical appraisal techniques and how to apply new knowledge effectively to own and others' clinical practice; the importance of integrating research into clinical practice; the range of evidence-based standards, policies and clinical guidelines which apply to own and others' practice
	4.5 The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place
Skills	**What is required**
S1.Advanced Clinical Practice	1.1 Practise with a high level of autonomy and be accountable for your decisions and omissions; work in line with your code of professional conduct, professional standards and scope of practice
	1.2 Assess individuals and families using person-centred approaches and a range of assessment methods, for example

	including history taking, holistic examination, requesting and interpreting diagnostic tests or conducting health and care needs assessments
	1.3 Use multi-agency and inter-professional resources, critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act on potential diagnoses
	1.4 Assess individuals for risk factors and their impact on health and wellbeing; facilitate and encourage individuals to manage their own health and make informed choices; support individuals with an ongoing plan for preventative and rehabilitative measures
	1.5 Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; evaluate events to improve future care and service delivery; discharge or refer appropriately to other services
	1.6 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care
	1.7 Ensure safety of individuals and families through the appropriate management of risk
	1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate.
S2. Education	2.1 Recognise and respond to individuals' motivation, development stage and capacity; work in partnership to empower individuals to participate in decisions about care designed to maximise their health and wellbeing
	2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services
	2.3 Work collaboratively to identify and meet the learning and development needs of health or care professionals; support practice education; act as a role model and mentor
	2.4 Advocate and contribute to the development of an organisational culture that supports life-long learning and development, evidence-based practice and succession planning
S3. Clinical Leadership	3.1 Demonstrate the impact of advanced clinical practice within your scope of practice and the wider community
	3.2 Use your advanced clinical expertise to provide consultancy across professional and service boundaries; drive service development and influence clinical practices to enhance quality productivity and value
	3.3 Provide professional leadership and supervision in situations that are complex and unpredictable; instill confidence and clinical credibility in others; work across boundaries to promote person-centred care

	3.4 Actively seek and participate in peer review of your own and others' practice across traditional health and social care boundaries
	3.5 Identify the need for change; generate practice innovations; act as a role model; lead new practice and service redesign solutions in response to individuals' feedback and service need
	3.6 Establish and exercise your individual scope of practice within legal, ethical, professional and organisational policies, procedures and codes of conduct to manage risk and enhance the care experience
	3.7 Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others.
S4. Research	4.1 Engage in research activity; develop and apply evidence-based strategies that are evaluated to enhance the quality, safety, productivity and value for money of health and care
	4.2 Evaluate and audit your own and others' clinical practice and act on the findings
	4.3 Alert individuals and organisations to gaps in evidence; initiate and/or lead evidence-based activity that aims to enhance clinical practice and contribute to the evidence base; support others to develop their research capability
	4.4 Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within your own and others' practice; act as a bridge between clinical and research practice; promote the use of evidence-based standards, policies and clinical guidelines
	4.5 Develop and implement robust governance systems and systematic documentation processes
	4.6 Disseminate your work through appropriate media to further advance clinical practices.
Behaviours	**What is required**
B1. You will be caring, compassionate, honest, conscientious and committed	1.1 Treat people with dignity, respecting people's diversity, beliefs, culture, needs, values, privacy and preferences and show respect and empathy for those you work with
	1.2 Have the courage to challenge areas of concern and work to best practice
	1.3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness.

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

Knowledge	What is required	Evidence Provided
K1.Advanced Clinical Practice	1.1 Local, national policies and procedures within your scope of practice, the professional and regulatory codes of conduct relevant to your advanced clinical practice; the importance of working within boundaries of practice; the range of physical, psychological, pharmacological, diagnostic and therapeutic interventions within your scope of practice	
	1.2 The range of physical, psychological and population based assessment methods used within your area of practice and the application of pathophysiology to underpin assessment and diagnosis	
	1.3 The causes, signs, symptoms and impact of physical and mental health conditions within your scope of practice; how to draw on a diverse range of knowledge and critical thinking in your decision-making to determine evidence-based therapeutic interventions	
	1.4 How to assess risk in relation to health and wellbeing; the principles of health promotion and prevention; strategies to engage and influence people; the range of health promotion tools available including the importance of therapeutic communication and behavioural change	
	1.5 How to plan and manage a defined episode of care within your area of clinical practice, which may include admission, referral or discharge, to other services; methods and techniques to evaluate interventions and how to use the outcomes to instigate service development	
	1.6 Local and national policies, regulatory frameworks and guidelines for prescribing where appropriate; knowledge of pharmacotherapeutics relative to your scope of practice	
	1.7 Strategies to mitigate risk	
	1.8 The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment.	
K2. Education	2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design	

	2.2 Your role, responsibility and motivation to manage your own learning; the range of tools and techniques that can be used to direct own learning, set goals and evaluate learning	
	2.3 The application of teaching and learning theories and models in health and care; how to identify learning needs; organisational and professional roles and responsibilities in relation to life-long learning	
	2.4 The importance and impact of organisational culture in learning and development; techniques to influence organisational culture.	
K3. Clinical Leadership	3.1 Methods and systems to measure impact of advanced clinical practice	
	3.2 The implications and applications of epidemiological, demographic, social, political and professional trends and developments appropriate to your clinical practice	
	3.3 Theories, techniques and models of leadership and teamwork and how these can be applied across professional boundaries in health and social care	
	3.4 The importance and impact of peer review and evaluation in advanced clinical practice	
	3.5 Theories, models and techniques which can be deployed across health and social care systems to affect change at individual, team and organisational level	
	3.6 The range of legal, ethical, professional and organisational policies, procedures and codes of conduct that apply to your practice	
	3.7 The range of evidence-based strategies to manage risk in clinical practice.	
K4. Research	4.1 National and international quality standards; the effect of policy on health and social care	
	4.2 The range of valid and reliable evaluation and audit methods used in clinical practice	
	4.3 The range of quantitative and qualitative research methodologies relevant for use in health and social care; the roles and responsibilities of those involved in research; the range of legal, ethical, professional, financial and organisational policies and procedures that will apply to your research activities; the importance and impact of research on advancing clinical practices	

	4.4 Critical appraisal techniques and how to apply new knowledge effectively to own and others' clinical practice; the importance of integrating research into clinical practice; the range of evidence-based standards, policies and clinical guidelines which apply to own and others' practice	
	4.5 The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place	
Skills	**What is required**	**Evidence Provided**
S1.Advanced Clinical Practice	1.1 Practise with a high level of autonomy and be accountable for your decisions and omissions; work in line with your code of professional conduct, professional standards and scope of practice	
	1.2 Assess individuals and families using person-centred approaches and a range of assessment methods, for example including history taking, holistic examination, requesting and interpreting diagnostic tests or conducting health and care needs assessments	
	1.3 Use multi-agency and inter-professional resources, critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act on potential diagnoses	
	1.4 Assess individuals for risk factors and their impact on health and wellbeing; facilitate and encourage individuals to manage their own health and make informed choices; support individuals with an ongoing plan for preventative and rehabilitative measures	
	1.5 Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; evaluate events to improve future care and service delivery; discharge or refer appropriately to other services	
	1.6 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care	
	1.7 Ensure safety of individuals and families through the appropriate management of risk	
	1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate.	
S2. Education	2.1 Recognise and respond to individuals' motivation, development stage and capacity; work in partnership to empower individuals to	

	participate in decisions about care designed to maximise their health and wellbeing	
	2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services	
	2.3 Work collaboratively to identify and meet the learning and development needs of health or care professionals; support practice education; act as a role model and mentor	
	2.4 Advocate and contribute to the development of an organisational culture that supports life-long learning and development, evidence-based practice and succession planning	
S3. Clinical Leadership	3.1 Demonstrate the impact of advanced clinical practice within your scope of practice and the wider community	
	3.2 Use your advanced clinical expertise to provide consultancy across professional and service boundaries; drive service development and influence clinical practices to enhance quality productivity and value	
	3.3 Provide professional leadership and supervision in situations that are complex and unpredictable; instill confidence and clinical credibility in others; work across boundaries to promote person-centred care	
	3.4 Actively seek and participate in peer review of your own and others' practice across traditional health and social care boundaries	
	3.5 Identify the need for change; generate practice innovations; act as a role model; lead new practice and service redesign solutions in response to individuals' feedback and service need	
	3.6 Establish and exercise your individual scope of practice within legal, ethical, professional and organisational policies, procedures and codes of conduct to manage risk and enhance the care experience	
	3.7 Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others.	
S4. Research	4.1 Engage in research activity; develop and apply evidence-based strategies that are evaluated to enhance the quality, safety, productivity and value for money of health and care	

	4.2 Evaluate and audit your own and others' clinical practice and act on the findings	
	4.3 Alert individuals and organisations to gaps in evidence; initiate and/or lead evidence-based activity that aims to enhance clinical practice and contribute to the evidence base; support others to develop their research capability	
	4.4 Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within your own and others' practice; act as a bridge between clinical and research practice; promote the use of evidence-based standards, policies and clinical guidelines	
	4.5 Develop and implement robust governance systems and systematic documentation processes	
	4.6 Disseminate your work through appropriate media to further advance clinical practices.	
Behaviours	**What is required**	**Evidence Provided**
B1. You will be caring, compassionate, honest, conscientious and committed	1.1 Treat people with dignity, respecting people's diversity, beliefs, culture, needs, values, privacy and preferences and show respect and empathy for those you work with	
	1.2 Have the courage to challenge areas of concern and work to best practice	
	1.3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness.	

APPENDIX SIX: Advanced Clinical Practice in Ophthalmology MSc Degree 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

- Be registered with a statutory health and/or social care regulator with proof of current registration.

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

- Have completed 160 credits of an integrated Master's degree in Advanced Clinical Practice from the on-programme apprenticeship formally confirmed prior to the gateway progression

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 when the apprentice will have met this)*

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?	**Yes/No (delete as appropriate)**

(if no, please list which elements are outstanding in the notes/evidence field below)	
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)
Has the apprentice completed 160 credits of an integrated Master's degree in Advanced Clinical Practice?	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 registered with a statutory health and/or social care regulator with proof of current registration?	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)

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 am registered with a statutory health and/or social care regulator with proof of current registration (please enter registration details in comments field below)	**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: 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.
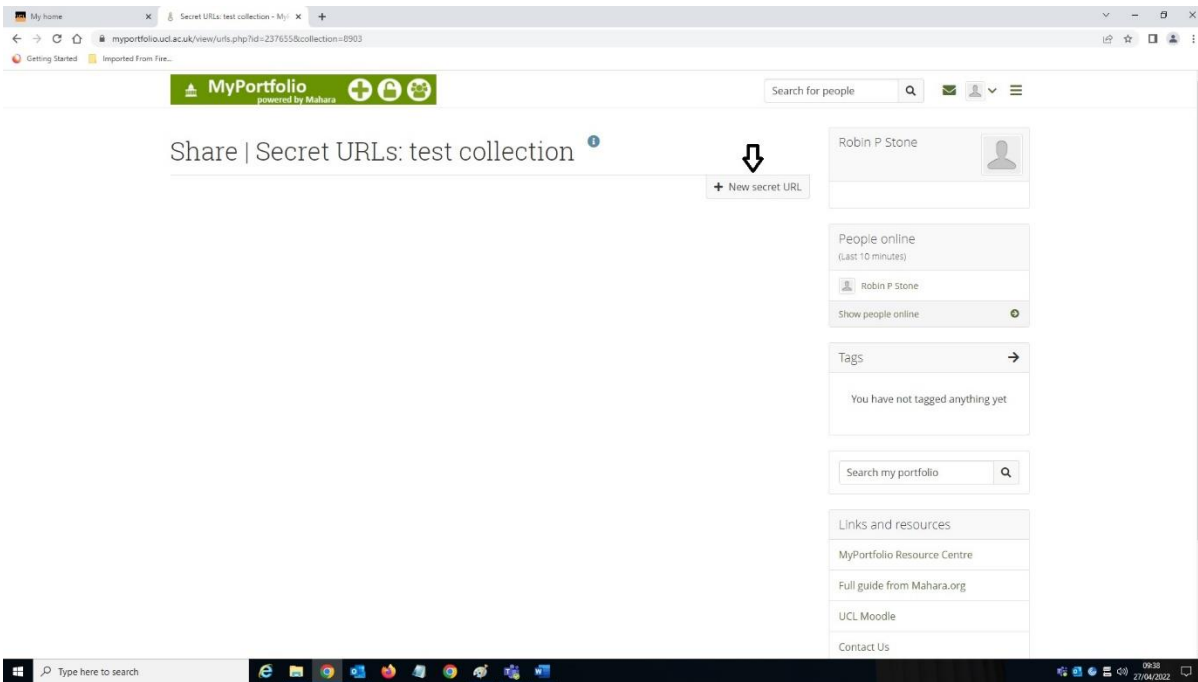
1. From the Dashboard in MyPortfolio click on the Share button.
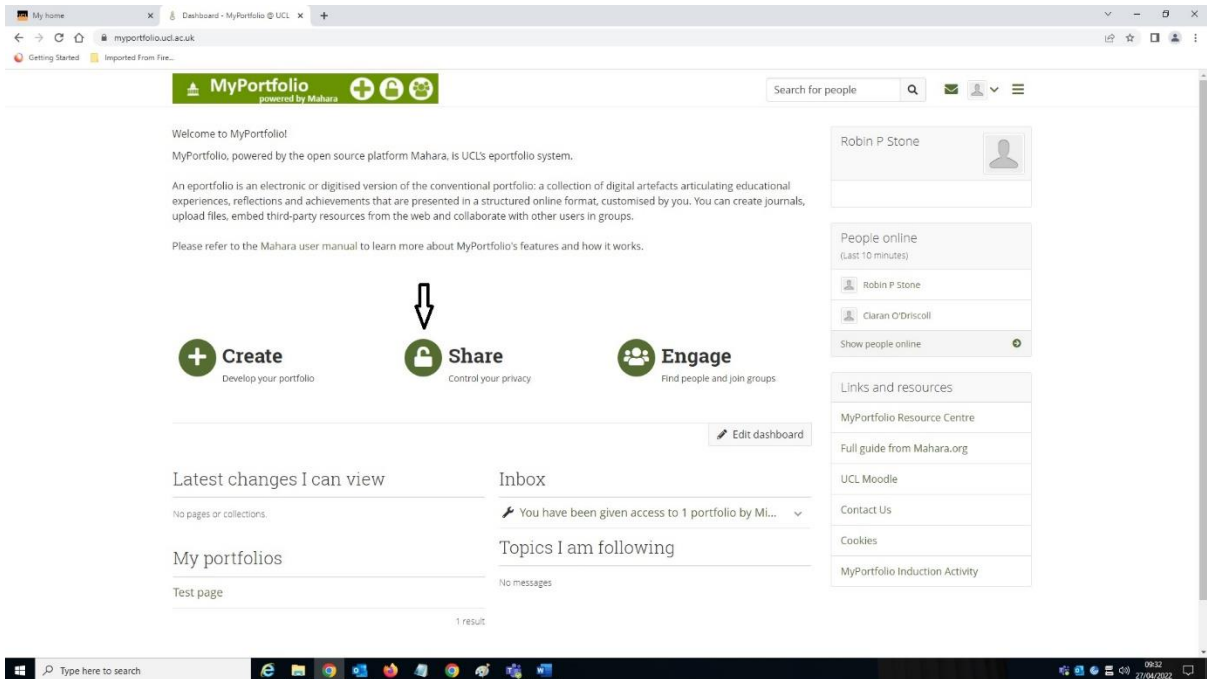
2. Under the Share heading, select either the Collections or Pages tab. Identify the Collection/Page that you want a Secret URL for, and click on the adjacent Secret URLS icon.
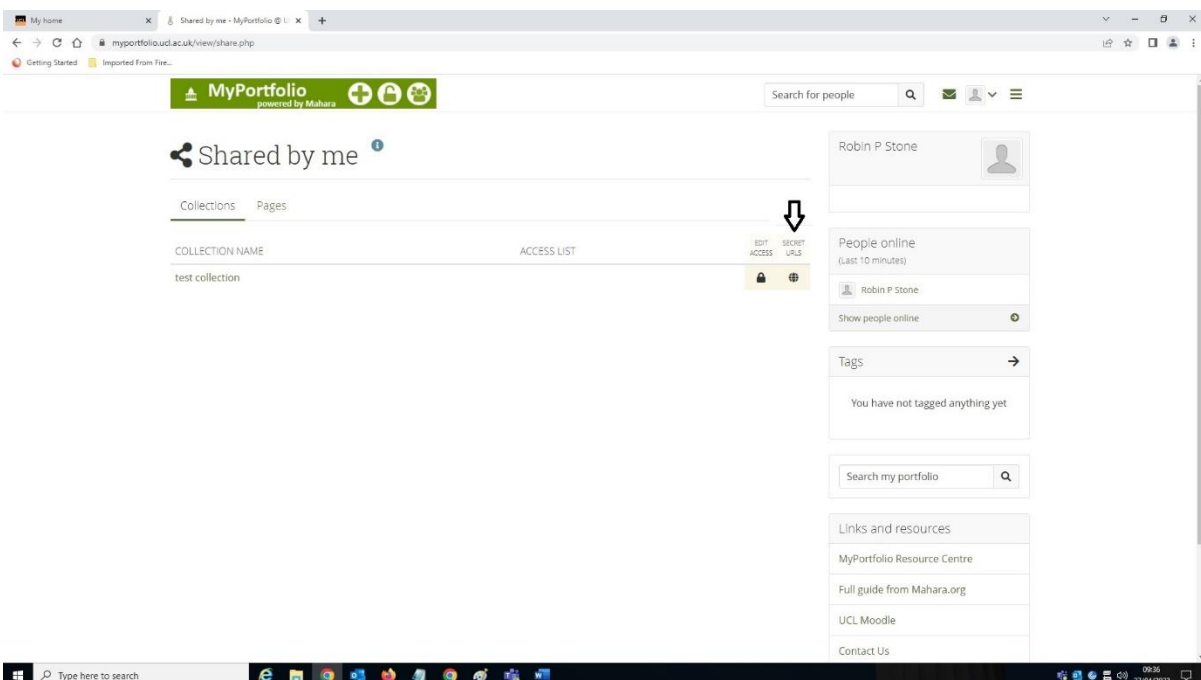
3. Click on + New secret URL.

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.