**Clinical Academic Professional (Degree) Apprenticeship: Consultation Feedback submitted 13th March 2020 by Dr Stephanie Tempest on behalf of RCOT**

**Introduction:**

* Need to clarify that the end point of the apprenticeship is the award of a doctoral level qualification and not a pre-requisite to the post.
* Broad purpose needs to emphasise the responsibility to facilitate the learning of others
* Need to recognise broader settings that this employee will work and interact with, beyond traditional health based settings e.g. leisure centres, libraries, nursing and residential homes, so not to limit the potential this role could offer the system.
* Typical job titles: need to clarify and distinguish the relationship between this role and the Consultant role – recommend mapping the standard to the forthcoming Consultant Capabilities and Impact Framework.

**Comments on specific sections:**

* D1 and D2 – could be merged as a lot of duplication. To lead a range of projects (D1) includes assessing, evaluating and selecting priorities (D2) so there is scope to bring them together.
* D3 (K30) - need to make reference to broader clinical guidelines and frameworks and not just those relating to prescribing.
* D3 (Skills) – refer to positive risk taking as well as assessing and managing risk.
* D3 (Skills) – include advanced communication skills (active listening, negotiation, managing sensitive news and defending own viewpoint).
* D4 (K14) – need to know broader change models and not just the NHS one
* D9 – Broaden areas to teach so it includes ‘Health and care establishments and HEIs’ and not just the NHS and HEIs.
* D9 (Knowledge) – need knowledge about tech-enabled learning and also knowledge of adult and social learning theories.
* D11 (Knowledge and Skills) – reference to positive risk taking.

**Additions to consider:**

* Duty to support others to engage with and in research and quality improvement activity
* Knowledge of the wider determinants of health that impact on outcomes and a person’s ability to do the things they want, need or are expected to do e.g. education and skills, food, good work, housing, money and resources, friends, family and communities, transport.
* Knowledge, skills and behaviours of the importance of looking after your own health and well-being as part of providing safe and effective services and support others to do so.