

Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	MSc Advanced Clinical Practice	Course Code	MSACPP
FHEQ level and credit of final award	Level 7 180 credits		
Intermediate awards titles	Not applicable		
FHEQ level and credit of intermediate award	Not applicable		
Awarding Institution	AECC University College		
Teaching Institution	AECC University College		
Professional, Statutory & Regulatory Body (PSRB) accreditation/recognition	NA		
Duration of PSRB accreditation/recognition where applicable)	NA		
Mode of study	Part –time		
Distance Learning course	No		
Standard length of course	3-5 years		
Language of delivery	English		
Place of delivery	AECC University College		
UCAS code (where applicable)	NA		
HECOS Code(s)	100246 50% 100476 50%		
Date Course initially approved	March 2023		
Version number	1		
Date this version approved	March 2023		

Academic year from which this applies	2022-23
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Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University College's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language. The detailed entry requirements for the course may be found from the relevant course page on the University College website.

Applicants must hold current professional registration as a health professional in the U.K. Health and Care Professions Council [HCPC] / General Pharmaceutical Council [GPhC] / Nursing and Midwifery Council [NMC]. Applicants with registration from other Professional Statutory Regulatory Bodies should consult the admissions team prior to application.

A minimum of 3 years' post-registration experience is essential to be considered at application stage.

Applicants must be employed by healthcare organisations, as experienced healthcare professionals. This should be equivalent to an NHS Agenda for Change (AFC) Band 6 or above. Applicants must be employed for a minimum of 20 hours a week in a role that is appropriate and for which there is support for developing into that of an advanced clinical practitioner. Applicants must have access to relevant clinical support and supervision for the development of knowledge and skills to an advanced level of clinical practice. Due to the significant level of support and role development within the applicant's own workplace, practitioners employed through an external agency or Bank staff are not eligible to apply.

Applicants must demonstrate employer support for: development of the ACP student to an advanced level within their workplace, while they are on the course. This is to enable the student's expanded scope of practice and enhanced responsibilities; releasing the student for university study days, as well as additional negotiated work-based, practice learning hours in the workplace, both as protected learning time; the student identifying a suitable coordinating workplace supervisor and associate workplace supervisors to supervise and support their over all professional development across the four pillars of advanced practice; provision of day-to-day supervision and support by an experienced clinical team to guide and advise and enable development of knowledge, skills and behaviours, leading to competence and confidence in line with an advanced level of practice. Applicants are encouraged to complete the 'Readiness to become an Advanced Practitioner' checklist and to share this with their employer, prior to enrolling, to confirm suitability for undertaking the course. (see Appendix 5 for links to HEE's '*Advanced Practice Workplace Supervision Workplace: Minimum standards for supervision*' Appendix 1, 2, 3, pages 8 16).

Recognition of Prior Learning (RPL)

AECC University College has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

2. Additional entry requirements

NA

3. Aims of the course

The aims of the course are to:

1. Enable students to work towards competent and confident advanced clinical practice within a clinical practice setting. This is characterised by expanded knowledge, skills and behaviours

to meet nationally agreed capabilities and specific competencies, across four pillars of advanced practice (Clinical Practice, Leadership and Management, Education, Research (Health Education England [HEE] 2017), predominantly within direct clinical care.

2. Ensure graduates are able to deliver Advanced Clinical Practice that meets contemporary and future workforce requirements of healthcare providers, working collaboratively and across professional and organisational boundaries.
3. Support graduates in demonstrating functional principles of advanced practice within their roles: autonomous practice, critical thinking, advanced levels of decision making and problem solving, values-based and personalised care, innovating practice, management/leadership.
4. Encompass academic achievement at level 7, alongside advanced professional role development within the student's own clinical setting, embedding the ACP role therein.
5. Guide students towards successfully completing a relevant, comprehensive process of assessment of theoretical and practical knowledge, skills and behaviours, supported by significant academic, clinical and professional support, to consolidate, apply and assimilate newly gained or further developed advanced practice competence and capability.
6. Facilitate autonomous, independent and self-directed learners who are practitioners who possess advanced clinical skills and knowledge within their specific area of clinical practice and/or profession that is informed by current practice, scholarship and research.
7. Provide opportunities for students to engage in learning, supporting creation of new knowledge and innovative working practices at the forefront of their professional discipline and aligned to advanced professional practice.
8. Embed and enhance students' critical thinking and analysis skills to engage with best evidence in order to tackle and solve problems in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.
9. Enable students to enhance their critical awareness and understanding of contemporary issues and ongoing developments in their clinical work setting, necessary for improving and leading practice within the context of collaborative inter-professional working.
10. Facilitate development of students' knowledge and understanding of autonomous practice - professional responsibility, legality, integrity, values and ethics, risk management and maintenance of safe working practice, in relation to advancing and advanced level practice.
11. Engender in students' the ability to consider and respond to service user/carer perspectives, focusing on patient advocacy, empowerment and a strong person-centred approach to care.
12. To ensure that the healthcare professionals who have followed this flexible and student-centred course of study meet their personal and professional development needs, as they have concomitantly progressed within their roles towards advanced level practice.
13. Ensure that graduates are suitably prepared to work as advanced clinical practitioners within the identified workplace setting, having fully embraced seamlessly merged workplace-based learning and development, alongside the academic course at Masters level (level 7) that maps to the standards of education and training for AP courses (HEE 2020).
14. Enable students to identify, articulate and meet their own learning needs for their ACP roles and patients, congruent with relevant specific competency and capability framework/s for knowledge, skills and behaviours expected of an ACP (currently Health Education England's Multi-professional framework for advanced clinical practice (HEE 2017) and/or Institute for Apprenticeship (2018) Advanced Clinical Practitioner apprenticeship standard.

4. Course Learning Outcomes – what students will be expected to achieve

MSc Advanced Clinical Practice award

The methods used to enable outcomes to be achieved and demonstrated are as follows:

<p>This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</p>	
<p>Subject Knowledge and Understanding Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 Relevant anatomy and physiology and pathophysiology to apply to the gathering, synthesis, and assessment information for clinical assessment as relevant to the clinical pillar of advanced practice</p> <p>A2 Determinants of health to support health promotion, prevention & rehabilitative measures, empowering individuals towards self-management and behaviour change.</p> <p>A3 Advanced Practice and critical appraisal of its associated concepts, including the attainment of the four pillars of advanced practice, underpinning evidence-base, drivers and challenges.</p> <p>A4 Applied pharmacokinetics and pharmacodynamics of major classes of drugs, with particular focus on their own patient caseload.</p> <p>A5 Critical application of relevant education principles, theories and research to support personal advancing clinical practice development in the education and research pillars of advanced practice</p> <p>A6 Identification and critical analysis of a range of significant factors which are likely to have a bearing on the outcome of the service improvement project</p>	<p>Teaching and Learning Methods</p> <p>A1, A4 Blended learning approach. Self-directed, tutor guided learning with on-line resources, video presentations with tasks related to learning, on-line quizzes etc. Guidance to core texts, other resources to read / view. Drop-in sessions on-line - questions to tutors. Work-based learning and supervised practice - students discuss application of knowledge to practice with workplace supervisors / other colleagues.</p> <p>A2 Lectures, seminars include small group discussions, role play with peer students, facilitated by tutor. Supported by on-line resources that students are guided towards accessing prior to face-to-face and/or on-line sessions (mixture of both approaches to enhance peer learning).</p> <p>A3 Students guided to self-directed study and in small groups, with tutor guiding topic areas. Face-to-face seminars / workshops for discussions / debates.</p> <p>A5 Self-directed learning, reflection on own learning needs and educator role, discussion and debate in interactive, student group learning sessions. Lectures, seminars, group work will provide theoretical and research-based information and guidance for focused learning for professional development. Work-based learning - students encouraged to discuss application of knowledge to practice with workplace supervisors / other professional colleagues.</p> <p>A6 Blended learning encouraging development as independent learner, contextualising knowledge within workplace. Mix of traditional synchronous (in real time) and asynchronous (with time delay) methods. Synchronous content may vary, may consist of live lectures, small group seminars, workshops, small group learning activities, peer-led discussions, question and answer sessions. Asynchronous contents may include delivery of cognitive knowledge base through online lectures, quizzes, discussion forums to help analyse and evaluate information. Work-based learning - students discuss application of knowledge to practice with workplace supervisors / other professional colleagues.</p> <p>Assessment Methods</p> <p>A1 – formative assessment – MCQs, mock OSCE assessment. Summative assessment - viva and commentary elements of mOSCE assessment</p> <p>A2 - Formative assessment – develop case studies from own consultations, shared with supervisors. Summative assessment - written assignment – essay and case studies as evidence to support.</p>

A3 – formative assessment – presentation to peers and tutor with feedback, reflection, development of personal development plan.

Summative assessment – reflective essay

A4 – Formative – share case studies with student peers and tutors, for review and feedback. Mock open book exam.

Summative – open book exam – short answer questions using case studies to support

A5 Formative – reflective discussions with workplace supervisor/s, self and peer-reflection in class, adding to personal professional development plan for ACP development.

Summative - Reflective report on educational intervention planned and implemented in workplace.

A6 Formative - Presentation of SIP proposal to student peers, after receiving peer and academic staff feedback. Students allocated personal tutor to supervise undertaking SIP.

Summative - Report in the form of a Service Improvement Project

Cognitive Skills

Having successfully completed this course students will be able to:

B1 Critically appraise and demonstrate evidence-based professional judgement and problem-solving to manage differentiated and undifferentiated, often unpredictable, complex health issues relevant to the clinical pillar of advanced practice

B2 Critically appraise current issues that impact on service delivery and how all four pillars of advanced practice influence the provision of high-quality, person-centred care

B3 Critically appraise and synthesise the outcomes of relevant research, evaluations and audits and apply the principles of evidence-based practice to bring about and disseminate improvements in practice and services.

B4 Synthesis of strategies for building competence and capability in all four pillars of advanced practice, whilst supporting development of confidence and emotional intelligence in self and others.

B5 Plan, design, implement and reflect upon the outcomes for a service improvement project, the idea for which is derived through evidence-based analysis of pertinent literature and policy and consultation and dialogue with patients and stakeholders.

Teaching and Learning Methods

B1 Lectures, seminars with small group discussions with peer students, facilitated by tutor. Sessions supported by on-line resources, students guided to accessing prior to face-to-face and/or on-line sessions (mixture of both approaches to enhance peer learning). Work-based learning - students discuss application of knowledge to practice with workplace supervisors / other professional colleagues.

B2 Students guided to self-directed study, some in small groups, with tutor guiding topic areas. Students attend face-to-face seminars / workshops to discuss/debate key issues, share critically appraised papers etc.

B3 On-line and/or face-to-face interactive seminars, facilitated by tutor who guides and supports building of ACP portfolio. Drop-in sessions to discuss issues, share evidence. Workplace supervisors - observed, supervised, assessed practice - students write up as evidence. Short tutor-led sessions from start of course, through each stage to ensure ongoing developments. On-line resources – recorded, live video presentations, tools, other learning resources for self-directed development.

B4 Self-directed learning, reflection on own learning needs. Classroom or on-line discussion and debate brought in to interactive, student group action learning sessions. Lectures and seminars and group work provides theoretical and research-based information and guidance to facilitate learning and professional development focused on capabilities and competences. Work-based learning - students discuss application of knowledge to practice with workplace supervisors / other professional colleagues.

B5 Blended learning - encourages development as independent learner and contextualises knowledge within workplace. Mix of traditional synchronous (in real time), asynchronous (time delay) methods. Synchronous content - live lecture, seminars, workshops, small group activities, peer-led discussions, question and answer sessions. Asynchronous contents may include delivery of cognitive knowledge base - online lectures, online activities, discussion forums, helps analyse and evaluate information. Work-based learning - students discuss service improvement with workplace supervisors / other professional colleagues, as stakeholders.

Assessment Methods

B1 Formative assessment – development of case studies from own consultations, shared with workplace supervisor/s.

Summative assessment - submission of case study written assignment – essay and case studies as evidence.

B2 Formative – presentation to peers and tutor with feedback and reflection, development of personal development plan.

Summative assessment – reflective essay.

B3 Formative assessment – critical appraisal of research articles/reports, written up, included in portfolio. Leadership questionnaire with reflection.

Summative assessment – change report with reflection within ACP portfolio and accompanying critical narrative

B4 Formative - Discussions in workplace then student undertakes self and peer-reflection in class, adding to personal professional development plan for identified ACP development.

Summative - Reflective report on an educational intervention planned and implemented in the workplace.

B5 Formative - a presentation of SIP proposal to student peers – receiving peer and academic staff feedback. Students allocated personal tutor to supervise undertaking SIP.

Summative - Report in the form of a Service Improvement Project

Practical Skills

Having successfully completed this course students will be able to:

C1 Critically appraise and demonstrate competence in taking a comprehensive, structured patient history, using therapeutic communication techniques whilst practicing within your scope of practice demonstrating responsibility and accountability for decisions, actions and omissions.

C2 Critically reflect on leading on initiating and implementing change in practice, aimed at delivery of high quality, person-centred care, demonstrating team leadership, resilience and emotional intelligence in managing unfamiliar, complex or unpredictable situations.

C3 Design and implement a personal development plan which articulates the requisite attainment of knowledge and skills underpinning a specific set of competencies or criteria

C4 Demonstrate the ability to systematically disseminate the impact of achievement of competence from the work-based learning in relation to improving patient care / service delivery

C5 Rigorously apply a suitable approach to a SIP that integrates procedures of research enquiry, analysis and evaluation

Teaching and Learning Methods

C1 Self-directed learning, on-line resources and texts. Observation of videos on-line. Work-based learning – observe professional colleagues in practice consulting with patients. Supervised practice with supervisors - feedback and student reflecting on process. Students bring examples of consultations, discuss in small groups, facilitated by tutor. Interactive seminars - range of resources – demonstration, on-line videos, simulated consultations with student peers. Work-based learning and supervised practice – case based discussions, reflections on embedding new skills into practice discussions.

C2 On-line and / or face-to-face interactive seminars, facilitated by tutor – guides, supports building ACP portfolio. Drop-in sessions to discuss issues, share evidence for review. Workplace supervisor/s, other professional colleagues - opportunities for observed, supervised, assessed practice - students write up to create evidence. Short guidance sessions throughout each stage to ensure ongoing developments. On-line resources – recorded, live video presentations, other learning resources for self-directed development. Work-based learning - students discuss changes in practice with workplace supervisors / other professional colleagues, as stakeholders.

C3, C4 Self-directed learning, reflection on own learning and professional development needs and specific role requirements for ACP. Discussion / debate - basis for interactive, student group action learning sessions following review of individual practitioner's needs, from workplace perspective, close alignment to practice, service/departmental needs. Work-based learning – share personal development plan with workplace supervisor/other colleagues - guidance, advice, support for progressing it and implementing appropriate support to develop.

C5 Blended learning - development as independent learner and contextualises knowledge, skills, behaviours within workplace. Mix of traditional synchronous (in real time) and asynchronous (with time delay) methods. Synchronous content– eg. live lecture, seminars, workshops, small group learning activities, peer-led discussions, Q and A sessions. Asynchronous contents e.g. delivery of cognitive knowledge base - online lectures, activities, discussion forums, helps analyse and evaluate information.

Assessment Methods

C1 Formative assessment - mini consultations focused on history taking, related to 'body system' covered in relevant taught sessions – written up, signed off by workplace supervisors.

Summative assessment - viva and commentary elements of mOSCE assessment.

C2 Formative assessment –evidence for portfolio, some reviewed by workplace supervisor/s or allocated tutor. Assessments in practice with workplace supervisors.

Summative assessment – final ACP portfolio and accompanying critical narrative.

C3, C4 Formative – Discussions, negotiation within workplace, student undertakes self and peer reflection in class, creates skills analysis and action plan for meeting competence for workplace-based learning and development. Skill analysis shared with coordinating workplace and/or associate workplace supervisors or relevant professional colleague, to ensure meets own and departmental / organisational requirements.

Summative - Poster presentation to panel of assessors

C5 Formative - Student presentation of SIP proposal to student peers – receiving both peer and academic feedback. Students allocated personal tutor to supervise undertaking SIP.

Summative – Written report in form of Service Improvement Project

Transferable skills

Having successfully completed this course students will be able to:

D1 Critically reflect on working within their scope of practice at a more advanced level of clinical practice, displaying a higher level of autonomy in complex environments, whilst demonstrating safe clinical, person-centred practice.

D2 Critically discuss and debate the professional, legal and ethical demands of working within the context of advanced practice as an autonomous practitioner, applying this to the 4 pillars of advanced practice.

D3 Critically reflect on current role, identifying learning needs and evaluating your practice from individual and service needs' perspectives, culminating in presenting your vision for developing as an ACP in your clinical area, within an interprofessional setting.

D4 Apply a systematic understanding and advanced knowledge of evidence-based guidelines and policies for pharmacological and non-pharmacological therapeutic interventions within own clinical setting.

D5 Systematically apply an advanced awareness of legal, ethical and professional responsibilities in assessing for and managing patients' therapeutic interventions and pharmacological treatments.

D6 Analyse and critically reflect upon the process of the SIP structures, processes, and outcomes.

D7 Critically reflect on capability to lead and develop others as an advanced clinical practitioner educator and role model demonstrating team leadership, resilience, determination, and situational awareness in managing complex and unpredictable situations

D8 Critically reflect and evaluate any change/improvement in professional practice, as a result of the work-based learning that enhances quality, reduces unwarranted variation, promoting sharing and adoption of best practice

D9 Demonstrate and critically evaluate the evidence surrounding the proposed change to produce a succinct rationale for the service improvement (research pillar)

Teaching and Learning Methods

D1 Lecture, seminar - small group discussions with peer students, facilitated by tutor. These sessions supported by on-line resources - guided to access prior to face-to-face and/or on-line taught sessions (mixture of both approaches to enhance peer learning). Work-based learning and supervised practice - discuss issues, job planning with workplace supervisor/other professionals in practice.

D2, D3 Students guided to self-directed study, some in small groups, with tutor guiding topic areas. Face-to-face seminars / workshops - discuss / debate key issues, share critically appraised papers etc.

D4, D5 Self-directed, tutor guided learning, on-line work activities, video presentations, on-line quizzes etc. Guidance to core texts, other resources. Students access drop-in sessions on-line - questions to tutor re key topic areas, guidance to resources. Discuss application of knowledge to practice with supervisor/s, other professional colleagues, real-life case studies – work-based learning.

D6 On-line or face-to-face lectures, interactive seminars, facilitated by tutor. VLE - on-line resources – recorded and live video presentations, other learning resources. Students discuss, initiate change proposal through work-based discussions, interactive sessions short presentations of plans for initiating and implementing change proposal.

D7 Self-directed learning, reflection on own learning needs and educator role re advancing clinical practice, discussion, debate in interactive, student group action learning sessions. Lectures, seminars, group work - theoretical and research-based information, guidance to facilitate learning and professional development focused on capabilities and competences. Work-based learning and supervised practice / reflective discussions with workplace supervisor/other professionals.

D8 Self-directed learning, reflection on own learning / professional development needs, specific role requirements for advancing clinical practice. Discussion / debate - basis for interactive, student group action learning sessions after review of individual practitioner requirements from own workplace, close alignment to practice, service/departmental needs. Work-based learning and supervised practice with supervisors/other colleagues.

D9 Blended learning - development as independent learner, contextualises knowledge within workplace. Mix of traditional synchronous (in real time) and asynchronous (with a time delay) methods. Synchronous content e.g. live lectures, seminars, workshops, small group learning activities, peer-led discussions, Q and A s. Asynchronous contents e.g. cognitive knowledge base - online lectures, activities, discussion forums - analyse and evaluate information.

Assessment Methods

D1 Formative assessment – development of case studies from consultations, shared with workplace supervisor/s or other professional colleague.
Summative assessment - case study written assignment – case studies as evidence

D2, D3 formative assessment – presentation to peers and tutor with feedback and reflection, development of personal development plan.
Summative assessment – reflective essay

D4, D5 Formative assessment -Students build case studies. Case-based discussions with workplace supervisor/s. Share case studies with student peers and tutors, for review and feedback. Mock open book exam.
Summative assessment – open book exam – short answer questions using case studies to support

D6 Formative assessment - Presentation of SIP proposal to peers and tutors
Summative assessment - report in form of SIP, which includes reflective discussion

D7 Formative - After discussions in workplace, self and peer-reflection in class, adding to personal professional development plan for ACP development.
Summative - Reflective report on an educational intervention planned and implemented in workplace.

D8 Formative - After discussions, negotiation within workplace, student undertakes self and peer reflection in class, creates skills analysis and action plan for meeting the required competence for workplace-based learning and development. Skill analysis shared with coordinating workplace supervisor and/or associate workplace supervisors, to ensure meets own and departmental / organisational requirements.
Summative - Poster presentation to panel.

D9 Formative - Students undertake presentation of SIP proposal to peers – receiving peer and academic feedback. Allocated personal tutor to supervise undertaking SIP.
Summative - Written report in the form of a Service Improvement Project, which includes reflective discussion

Professional competencies

Having successfully completed this course students will be able to:

E1 Demonstrate a full repertoire of systematic clinical assessment and physical examination skills across body systems, using a sound evidence-base to distinguish normal from abnormal findings.

E2 Critically reflect on, synthesise and apply information from numerous sources to inform clinical reasoning, interpretative and diagnostic decision-making across a diverse range of clinical presentations.

E3 Critically articulate strategies for drawing on multi-agency and interprofessional resources and working in partnership with patients, carers/families and collaboratively with multi-disciplinary teams, to deliver high quality, safe, effective care and treatment for patients.

E4 Critically review their person-centred and collaborative approach to diagnostic decision-making, for appropriate management of evidence-based therapeutic interventions, aligned to the clinical pillar of advanced clinical practice .

E5 Critically reflect on safe and effective planning, implementation, monitoring and evaluation of pharmacological and non-pharmacological interventions for their patient caseload.

E6 Critical appraisal of ability to empower development of individuals' health literacy and participation in care using a personalised approach.

E7 Conceptualise a specific area for development of advanced clinical practice within the student's scope of practice, ACP role mapped to the four pillars of advanced practice

E8 Critically articulate and provide comprehensive, relevant evidence of your professional development through all four pillars of advanced practice, culminating in meeting an advanced level of clinical practice, mapped against nationally recognised frameworks of advanced practice.

Teaching and Learning Methods

E1 Self-directed, tutor guided learning - on-line video presentations, on-line quizzes etc. Guidance to core texts and other resources. Drop-in sessions on-line with tutor re key topic areas or further guidance. Students encouraged to discuss application of knowledge to practice with supervisors or other professional colleagues – work-based learning and supervised practice, case-based discussions.

E2, E3 Lecture, seminar that include small group discussions with peer students, facilitated by tutor. Supported by on-line resources - guided to access prior to face-to-face and/or on-line sessions (mixture of both approaches to enhance peer learning). Work-based learning and supervised practice – reflection on case studies, case-based discussions in practice.

E4, E5 Self-directed, tutor guided learning - on-line activities, recorded video presentations e.g. on-line quizzes etc. Guidance to core texts, other resources. Drop-in sessions on-line to tutor re key topic areas. Students encouraged to discuss application of knowledge to practice with supervisor/s or other professional colleagues work-based learning and supervised practice, assessments in practice with workplace supervisor/other professionals.

E6 Self-directed learning, reflection on own learning needs and educator role re ACP. Discussion / debate in interactive, student group action learning sessions. Lectures, seminars, group work - theoretical and research-based information and guidance to facilitate learning and professional development focused on specific capabilities/competences. Work-based learning and supervised practice – case studies, discussions with workplace supervisor/other professionals, reflection with practice colleagues.

E7 Self-directed learning, reflection on own learning and professional development needs and specific role requirements for advancing clinical practice. Discussion and debate - basis for interactive, student group action learning sessions after review of requirements for own workplace, close alignment to practice, service/departmental needs. Student discussions with workplace supervisor / other professionals – work-based learning.

E8 On-line or face-to-face interactive seminars, facilitated by tutor guides building ACP portfolio. Drop-in sessions to discuss issues or share evidence, workplace supervisor/s and other professional colleagues - observed, supervised and assessed practice as evidence. Short guidance sessions - each stage. VLE with on-line resources students access – recorded and live video presentations, other learning resources for self-directed development. Workplace-supervisor / other professionals from practice – work-based learning, supervised practice, assessments in practice, testimonials, verified evidence.

Assessment Methods

E1 Formative assessment – practise skills on week-by-week basis in class with student peers, supervised by workplace supervisor/s and record as mini clinical exams.

Summative assessment - modified OSCE

E2, E3 Formative assessment – development of case studies from own consultations, shared with workplace supervisors or another appropriate professional colleague.

Summative assessment - case study based written essay assignment.

E4, E5 Formative assessment - Students consult with patients, build case studies focusing on therapeutic interventions. Case-based discussions with workplace supervisor/s who signs off case studies. Students bring cases to class sessions for discussion in small groups with peers and tutor facilitating.

Summative assessment - oral assessment and presentation.

E6 Formative - After discussions in workplace, self and peer-reflection in class, adding to personal professional development plan for ACP development, relating this to education pillar.

Summative - Reflective report on educational intervention planned and implemented in workplace.

E7 Formative - self and peer reflection in class, skills analysis and action plan for meeting competence for work-based learning and development, negotiated with workplace. Skill analysis shared with supervisors or other colleagues, to ensure meets own, and departmental and organisational requirements.

Summative - Poster presentation to panel

E8 Formative assessment –create evidence for portfolio, some reviewed by workplace supervisor/s or tutor. Assessments in practice with workplace supervisor/s. Summative assessment – final portfolio with critical narrative.

Intermediate exit award outcomes

This pathway offers the exit award of Master's Degree in Advanced Clinical Practice, 180 Master's level Credits. An intermediate award in Advanced Clinical Practice is not available. Students who wish to exit the course before completion of the full 180 academic credits, or who have been unsuccessful in gaining the full 180 academic credits may transfer to the MSc Professional Practice award. An intermediate award of PG Cert Professional Practice (60 academic credits) or PG Dip Professional Practice (120 academic credits) is available where students have achieved the requisite number of credits.

Course Structure

5. Outline of course content

The course contents are designed in line with the needs of employers, as identified by a range of local and regional stakeholders. This is in relation to employment of ACPs across a wide range of different workplace settings and healthcare professions, aimed at meeting population needs for high quality person-centred care and treatment. The course offers a pathway specifically appropriate for healthcare professions without prescribing rights and/or those with prescribing rights who do not require non-medical prescribing as part of their ACP role for their service provision. It is also offered as a pathway for those who have already achieved an award in non-medical prescribing who will be able to recognize prior learning [RPL] for their prescribing qualification against part of the course, where this is appropriate and meets the required RPL for identified learning outcomes.

This Multi-professional MSc Advanced Clinical Practice [ACP] course has been designed to facilitate the requisite academic and work-based learning and development of experienced healthcare professionals, aiming to transform their roles and to progress their professional practice towards meeting the recognised practice-based status of advanced level practice. This is cognisant with the current wider recognition of advanced practice, which has developed, building upon the profile of previous and now more recently published Advanced Practice frameworks and models from across the United Kingdom. Health Education England's Multi-professional Framework for ACP (HEE 2017), is the main protagonist for AECC UC's ACP course against which it is mapped from a generic advanced level practice perspective, thus informing the contents of the course. The Institute for Apprenticeship's ACP standard (IfA 2018) has also been used to benchmark knowledge, skills and behaviours for ACP. (See appendix 5: 1), 2), for links to these frameworks). In addition, HEE and a number of professional bodies, such as some medical Royal Colleges and other organisations, have developed credentials and/or curricula for specific competencies, specialist practice and/or profession-specific criteria that can be included, to provide a more specialist pathway for some individual practitioners, if this is appropriate to the role and service they work within. The key driver for targeting appropriate ACP education to meet the requirements of the HEE (2017) ACP framework and/or IfA (2018) ACP Apprenticeship standard is to enable practitioners to practice to their full potential and to optimise their contribution to meeting individual, family and carer needs through different models of service delivery and multidisciplinary working.

From a course development and delivery perspective, the ACP course has been mapped against the standards of education and training for Advanced Practice courses (HEE 2020). See appendix 5: 5). Thus, the course content has been designed to enable students to attain the academic award at level 7, alongside meeting competences and capabilities outlined in the ACP frameworks, with units of learning and accompanying work-based learning focusing on the four broad pillars of advanced practice - clinical, education, leadership and management and research, and the individual specific criteria and capabilities under these pillar categories. The course contents facilitates development of area-specific knowledge, skills and behaviours (KSBs) with a focus on what practitioners need to be able to do to practice safely and effectively in a particular area within the context of advanced-level practice, alongside more generic capabilities and competence expected.

The course contents is appropriate for supporting students to attain a level of advanced clinical practice characterised by a high degree of autonomy and complex decision making and to demonstrate expertise in their individual scope of practice within the context of safe, effective practice, all underpinned by master's level thinking. As detailed in HEE's (2017) definition *"Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people's experience and improve outcomes."* With reference to the Institute for Apprenticeship's [IfA] (2018, page 1)'s occupational profile for an advanced clinical practitioner, they *manage defined episodes of clinical care independently, from beginning to end, providing care and treatment from the time an individual first*

5. Outline of course content

presents through to the end of the episode, which may include admission, referral or discharge or care at home. They carry out their full range of duties in relation to individuals' physical and mental healthcare and in acute, primary, urgent and emergency settings (including hospitals, general practice, individuals' homes, schools and prisons, and in the public, independent, private and charity sectors). They combine expert clinical skills with research, education and clinical leadership within their scope of practice. Advanced Clinical Practitioners work innovatively on a one to one basis with individuals as well as part of a wider team. They work as part of the wider health and social care team and across traditional professional boundaries in health and social care." Thus, the course contents is designed to meet these key criteria with a merger of academic and workplace-based practice learning, supervised practice and assessments and professional development, in line with the practitioner's specific area of practice / setting and in line with their professional registration code of practice.

Through the contemporary focus featured throughout its contents, students are enabled to advance their knowledge and understanding, cognitive and practice-based skills and adapt their person-centred behaviours, holistic care and values to echo the principles of advanced level practice. They will be well positioned to develop and improve practice in terms of efficiency, effectiveness and quality. This is likely to improve ways of working and positively impact on patient/client care and management, as well as fostering evidence-informed excellence and sustainability and critical reasoning and decision making across all sectors of healthcare, at an advanced level.

All of the units are part of the MSc Advanced Clinical Practice course, with units 1, 2, 3, 4, 5, 7, 8 being core, albeit choice provided in terms of individual student's focus within the units. The work based learning unit in year two (Unit 6) needs to be focused on an area/profession/speciality for the individual student's developing ACP role. This is an opportunity for students to consider credit transfer from a relevant Level 7 unit that demonstrates Advanced Clinical Practice but is specific to their area/profession/speciality. Unit 4 is a core unit for practitioner students who are working in a profession without prescribing rights or in a role where they will not need to have such rights. For students whose profession does have prescribing rights, 20 credits of their non-medical prescribing course may be RPL'd against this unit or they can upskill from level 6 to level 7 if they have done non-medical prescribing at this lower level, or if they wish to undertake the unit as part of this pathway.

6. Placements, work-based learning or other special features of the course

Work-based learning and workplace supervision

One of the requirements of the MSc ACP course is that the practice-based experiences need to provide learning opportunities to enable students to achieve the overall course aims, mapped against meeting the competences and capabilities of the HEE (2017) ACP framework and other relevant models/frameworks. This is important for all students, even if they have many years' experience in their current or previous relevant roles, as there will be new areas covered or a requirement to build on skills that are already part of the practitioner's role.

Students will be working in practice in an appropriate role where they will be able to develop as ACPs in their own workplace and will seek out opportunities to observe and undertake learning experiences within other areas of practice on an informal basis. They will be guided and supported in terms of appropriate learning experiences by their tutors, coordinating workplace supervisor, associate workplace supervisors and other appropriate professional colleagues.

Work-based learning and any internal or external experiences need to be negotiated through the student's workplace, in terms of release time over and above their university teaching hours. Work-based learning (learning that takes place within the practice setting in this context) is key to the development of an ACP. Students/trainees don't undertake placements as seen for pre-registration or other courses linked to practice role development. Students/trainees need to fully integrate the competences and capabilities expected of their ACP role, in line with the HEE (2017) Multi-professional Framework for ACP, and to apply knowledge and skills learnt through a combination of

6. Placements, work-based learning or other special features of the course

the university teaching, self-directed and work-based learning. In order to achieve this, students/trainees are advised to negotiate approximately 15 days a year over the 3 year course, to focus on application of their learning into practice. (see details of suggested breakdown of hours within the unit specifications). This may be within their own practice area or in other areas, depending on the nature of the learning activities/experience. If activities are carried out in their own practice areas, there should not be an expectation (except in exceptional circumstances) that they are rostered to work. Maintaining a record of the hours/days used and activities undertaken during these negotiated, release 'work-based practice learning hours/days' should be included as part of the record of meetings between the workplace supervisor and student/trainee. This provides an opportunity for discussion and reflection during workplace supervision meetings and a basis on which students/trainees can populate their ACP portfolios. An Advanced Clinical Practice [ACP] '*Work-based Learning and Workplace Supervision*' and '*ACP portfolio*' handbooks have been written to guide and support AECC University College student/trainee ACPs and their workplace supervisors.

The student/trainee needs to be supported by professional colleagues in their practice setting, in developing a plan to meet their specific learning and professional development needs, as well as taking advantage of opportunistic activities. These learning activities complement the university-based learning and are intended to develop the student's clinical and professional scope of practice, working towards an advanced level of practice. Students are expected to have identified a co-ordinating workplace supervisor to provide over all support and guidance during the whole course, as well as a number of associate supervisors who can support development of knowledge and skills from specific areas of practice, across appropriate pillars. The ACP course will use HEE's Centre for advancing practice (2020) Advanced Practice Workplace Supervision documents to inform the role of workplace supervisors for the student's ACP course (see Appendix 5: 3), 4)).

Coordinating Workplace Supervisors and associate workplace supervisors are critical to the student/trainee's success academically and from a professional development perspective. To guide and support the work-based learning, including some elements that are structured and include assessment, students need to identify appropriate supervisors. This may involve several individuals depending on the specific needs of the student, with one main supervisor being the coordinating workplace supervisor, to work throughout the course with the student/trainee ACP. To ensure that co-ordinating workplace supervisors and associate supervisors are suitable candidates to function in this role for the student/ trainee ACP embarking on the ACP course and have the capacity to do so, AECC University College recommends that identified supervisors complete the 'Supervisor readiness checklist' in Appendix 2, page 11-13 of HEE's minimum standards for advanced practice workplace supervision (see link Appendix 5: 4), of this course specification).

AECC University College refers to and applies Health Education England [HEE]'s recommended strategy and guidance on minimum standards for advanced practice workplace supervision as core to delivery of its MSc ACP course. Please refer to HEE's (2020) Advanced Practice Workplace Supervision which provides guidance on this supervisory role and HEE's AP Workplace Supervision: minimum standards for supervision documents (See appendix 5: 3) and 4), of this course specification).

Features of the course

The MSc ACP course engenders:

1. a student-centred approach to the course structure providing chronological building of knowledge, skills and behaviours, whilst offering flexibility, depending on student requirements.
2. opportunities to study in an inter-professional setting with core and optional units that are tailored to the needs of the student's professional practice.
3. a contemporary and flexible course responsive to the ongoing changing national health and care environment, engendering personalised and holistic patient care delivered through a compassionate, therapeutic approach.
4. research informed and experience-based teaching embedded throughout the curriculum.

6. Placements, work-based learning or other special features of the course

5. teaching delivered by a team with extensive experience in the delivery of Masters level units and a diverse range of health and social care experience, including advanced and specialist clinical practice.
6. Collaborative working with clinical practitioners contributing to the teaching and assessment strategy, with an emphasis on both academic and work-based knowledge, skills and behaviours development

The MSc ACP Course provides students with the opportunity to:

- Undertake assessment that is immersed in their individual practice settings, as they build assignments around their own learning needs relevant for their practice area, profession or speciality, whilst meeting the Level 7 generic academic course outcomes
- Achieve a Masters' level award of advanced clinical practice that is mapped against current nationally recognised advanced clinical practice criteria, thus supporting career enhancement opportunities.
- Be part of an Inter-professional student group all working towards achieving ACP status facilitated by the ACP academic course, allowing depth and breadth of peer learning opportunities.
- To develop knowledge, skills and behaviours commensurate with working at an advanced level of practice across a range of health service sectors, including pre-hospital, primary and secondary care settings

The curriculum offers a generalist emphasis for achieving an advanced level of practice, whilst at the same time, the student gains substantial experience in their own clinical area and demonstrates advanced level knowledge and clinical competence therein. It is designed to ensure it has the flexibility to meet service needs, in partnership with meeting individual learning needs, enabling AECC University College and coordinating and associate workplace supervisors to be involved in planning relevant learning and teaching strategies in a tripartite manner (student, workplace supervisor, university tutor), thus maximising educational opportunities both in the academic and clinical settings.

7. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagrams** provided as [Appendix 1a and 1b](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit. The mapping document for the units of learning and learning outcomes, benchmarked against all the capabilities across the four pillars of advanced practice can be found in Appendix 4.

MSc ACP course structure (Also refer to Appendix 1a and 1b: Course Diagrams)

The pathway will offer the exit award of Master's Degree in Advanced Clinical Practice, 180 Master's level Credits (see box 1: appendix 1). Students wishing to exit the course before achievement of 180 credits can transfer to the MSc Professional Practice award if they wish to exit with a PGCert Professional Practice (60 credits) or a PGDip Professional Practice (120 credits). Students cannot obtain an Advanced Clinical Practice exit award. The rationale for this is that it is not possible for a student to meet all the capabilities of HEE's Multi-professional framework for ACP (HEE 2017) without having completed all of the required units.

Students must successfully complete unit ACP7001: *Consultation and clinical assessment for advancing practice* unit, undertaking and passing the final summative assessment (Modified Objective Structured Clinical Examination [mOSCE]) before being able to commence unit ACP7003: *Clinical reasoning, diagnostic decision-making and managing complexity for advanced*

7. Course structure, levels, units credit and award

practice unit. Students will chronologically continue to undertake unit 2 (ACP7002 – Developing as an advanced clinical practitioner across the four pillars), once they have finished unit 1 (ACP7001). However, during the four or so months between completing unit ACP7001 and commencing unit ACP7003, ACP trainee/students are required to continue to consolidate their clinical learning and to embed their new knowledge and skills into practice within their workplace. This will ensure that they are ready to progress from this baseline safe level of practice of being able to assess a patient and to identify normal from abnormal findings towards more advanced assessment skills – clinical reasoning and diagnostic decision-making that are the focus of unit ACP7003. During this consolidation period, trainee/students are expected to maintain a level of supervised practice leading to more independent practice supported by their coordinating workplace supervisor and associate supervisors and to continue to build case studies and other evidence from their practice that is contained in their ACP portfolio clinical pillar evidence section. Students will be undertaking ACP7002, attending the scheduled university teaching for this unit, whilst consolidating their clinical practice within their workplace setting. Prior to commencing unit ACP7003, the student's workplace supervisor/s will review their evidence from their work-based learning and consolidation of skills into practice, and verify that this is an authentic reflection of the practitioner's skillset. The ACP course team will sign off the evidence prior to the start of ACP7003.

Trainee/students are encouraged to seek out learning opportunities, to shadow professional colleagues in other practice areas, as well as their own, to build a repertoire of knowledge and skills across a wide variety of patient presentations, to broaden and deepen their advanced assessment and patient management strategies, in accordance with both the generic and specialist / profession-specific elements of their clinical practice. A selection of this evidence to demonstrate meeting the HEE (2017) ACP capabilities will be included in the student/trainee's building ACP portfolio, that runs alongside all units of the course. Suggested evidence creation is detailed in the unit specifications.

8. Learning hours/student workload

AECC University College courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Zoom/Teams lectures/seminars, online discussion forums, webinars, email or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified time-frame.

Opportunities for one to one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one to one sessions at set times. Interactions via email, for example, is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks.

8. Learning hours/student workload

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

Work-based learning – this includes learning, supervised practice, assessments in practice, usually carried out in a workplace practice-based setting that is additional to the more academically-focused independent study, student contact time and tutor-guided learning. The hours suggested for this work-based learning need to be negotiated with the employer.

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical week students on this course will normally have around [6] hours of contact time, that may include lectures, seminars, labs, practicals, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have around 2-3 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 10 hours of independent study per week. This includes time for revisions/preparation for assessments, as well as activities such as private reading and researching. More detail about student workload is provided in unit specifications and in the individual learning plan document.

Work-based learning – students should negotiate approximately 15 days a year for each of the three years of the course, spread across the units (see unit specifications for details), which is critical to ensuring student/trainees are enabled to apply knowledge, skills and behaviours from their over all academic and work-based learning into their practice, in order to work towards and ultimately be competent and capable ACPs, who can demonstrate that they meet the expectations of their ACP role, within the context of their area-specific practice.

9. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise. Most staff delivering on the course are registered healthcare professionals and current ACPs working part time in clinical practice. Many of these staff are in joint posts working across both clinical services and academia.

10. Progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the [Latest Policies webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

The award of MSc Advanced Clinical Practice leads to eligibility to apply for recognition of advanced practice status with Health Education England's Centre for Advancing Practice, once AECC UC has gained HEE ACP course accreditation.

Students who complete 60 credits will be eligible to transfer to the MSc Professional Practice for the award of PG Cert in Professional Practice. Students who complete 120 credits will be eligible to transfer to the MSc Professional Practice for the award of PG Dip in Professional Practice. These awards do not confer eligibility to register and an Advanced Clinical Practitioner.

11. Employment progression routes

Learning needs analysis

The course is designed to support students' professional and practice development. They will need guidance and support from professional colleagues in their workplace, to develop an initial plan to identify their specific learning and professional development needs. The student should have an initial discussion in their workplace to identify their overall, anticipated learning needs and service/department expectations for role development. This should be the starting point for enrolling on the MSc ACP course or being directed to a more relevant educational pathway / course. This may involve a tripartite discussion between the student, workplace and university. On application, the course team will review the application to ensure that the student is on the most suitable academic pathway, with learning needs aligning to the course outcomes and planned professional development of the student working towards being an advanced clinical practitioner within their workplace setting.

The initial identification of learning and development needs provides the basis for a more comprehensive learning needs analysis and personal development plan, at the start of the course. This should be developed by the student, in collaboration with their workplace supervisor (if a suitable colleague for this role has already been identified) or other appropriate professional colleague. The unit or course leader / personal tutor will guide and advise on any specific details of the analysis and planning to meet the individual student/practitioner's needs. This will consider alignment of the course outcomes with relevant professional development, in working towards academic and practice-based achievements. A key aspect of this is also to inform learning activities within the workplace to complement the university-based learning, with clarity and an individualised action plan for the student and their workplace supervisors to work with.

Development of professional skills and career advancement

Health Education England [HEE] has been committed to the development of advanced level practice for health and care practitioners, in collaboration with numerous health and care organisations, professional bodies and individuals. This was accelerated through professional and government drivers, including the *'Five Year Forward View'* and *'Next Steps'* (2014; 2017), which set out an agenda for new models of care and ways of working to improve NHS services and workforce. It signalled how the health service needs to change, arguing for a more engaged relationship with citizens and communities to promote well-being and prevent ill-health. This requires workforce transformation and a consistent approach to the development of new roles and new ways of working including advanced clinical practice as one of the many solutions. This provides the basis for development of ACPs, facilitated and supported through engagement on an academic pathway, such as the MSc ACP course, offered at AECC UC.

HEE's *Multi-professional Framework for ACP* (HEE 2017) provides a widely agreed tool against which practitioners working at an advanced level of practice, can benchmark their practice. An ongoing agenda with a range of NHS modernisation areas set out by the government has continued beyond this publication and national implementation of the framework. More recently, the *'NHS Long Term Plan'* (2019) and *'We are the NHS: People Plan for 2020/21'*, and other initiatives have been drivers that have helped to mold the education and practice expected for practitioners working at an advanced level of clinical practice. This provides a sound foundation and clear context for the development and delivery of the ACP course based on this ambitious agenda, focused on boosting further development of roles, across a wide range of professional groups and diverse healthcare delivery settings. This builds numerous employment progression routes based on contemporary healthcare drivers.

All students are already employed as experienced healthcare professionals within and across a variety of different clinical settings and regulated professions. Undertaking the MSc ACP course alongside work-based learning and training within the student's own workplace enables them to transform their current role, progressing towards working as an ACP once they have completed the agreed training and the MSc academic course. Some students may choose to undertake the ACP course in a particular practice area but an opportunity may arise to work in a different setting. With

11. Employment progression routes

the largely generic nature of the course, this is a possible career move, as the student will develop transferable knowledge, skills and behaviours to move across settings. This adds flexibility to the career paths of ACP graduates across sectors and areas of practice. This may be from an individual's perspective or may be aligned to service needs changing in particular areas. The evolution of advanced clinical practice over the last two decades has been based on such transferability and the adaptable and service-focused nature of ACP, with the patient and their significant others firmly at the centre of meeting personalised health and care needs. This is echoed in the frameworks and models that have evolved, developed in line with the ever-changing healthcare system. This is not only restricted to England but to the whole of the UK and Internationally.

Employment skills

Work-based learning provides opportunities for students to apply the knowledge and skills developed within the university setting, and further develop their expertise and professional practice within their clinical field. Students will have the opportunity to develop their transferable skills such as critical thinking, problem-solving, communication, effective use of IT, quality improvement processes, time management and research skills. These are all assessed throughout the course, with a variety of assessment strategies, including written assignments, portfolio development, presentations, practical assessments, and completion of a service improvement project.

12. Additional costs and special or unusual conditions which apply to this course,

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

Potential additional costs include:

- Students will be expected to have an electronic device on which they can access course materials. They will need a secure internet connection with enough bandwidth to stream videos and online content. Students may wish to purchase copies of any required textbooks or their own copies of some recommended textbooks. Books are estimated to cost between £50 and £200. There are no direct printing costs, but some students may prefer to print out materials.

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel

- Taking part in meetings with the external examiner(s) for the course (such meetings may be take place virtually)

The ways in which the quality of the University College's courses are monitored and assured checked, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board

14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

This course is designed at academic level and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed appropriately to match the characteristics of master's graduates:

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- QAA Characteristics Statement: Master's Degree (2020).
- SEEC Credit Level Descriptors for Higher Education (2021)

In addition, the course has been designed to align with key guidance from the healthcare sector and professional body guidance:

- Health Education England (2017) Multi-professional framework for advanced clinical practice
- Institute for apprenticeship (2018) Advanced Clinical Practitioner apprenticeship standard
- Health Education England (2020; 2021) Advanced Practice Workplace Supervision and AP Workplace Supervision: Minimum standards for supervision
- Health Education England (2020) Standards of education and training for Advanced Practice courses
- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training Guidance (2021)
- NMC Professional Standards of Practice and Behaviour for nurses, midwives and nursing associates (2018)
- Knowledge and Skills Framework (NHS 2010)
- Clinical Leadership Competency Framework (NHS 2011)
- A Health and Care Digital Capabilities Framework (NHS 2018)
- Royal Pharmaceutical Society [RPS] A Competency Framework for all Prescribers (RPS 2021)

16. Internal reference points and policy frameworks

AECC University College Strategic Plan, vision and values.

AECC University College Course Design Framework

AECC University College Feedback on Assessments policy

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

Record of Modifications**Course level**

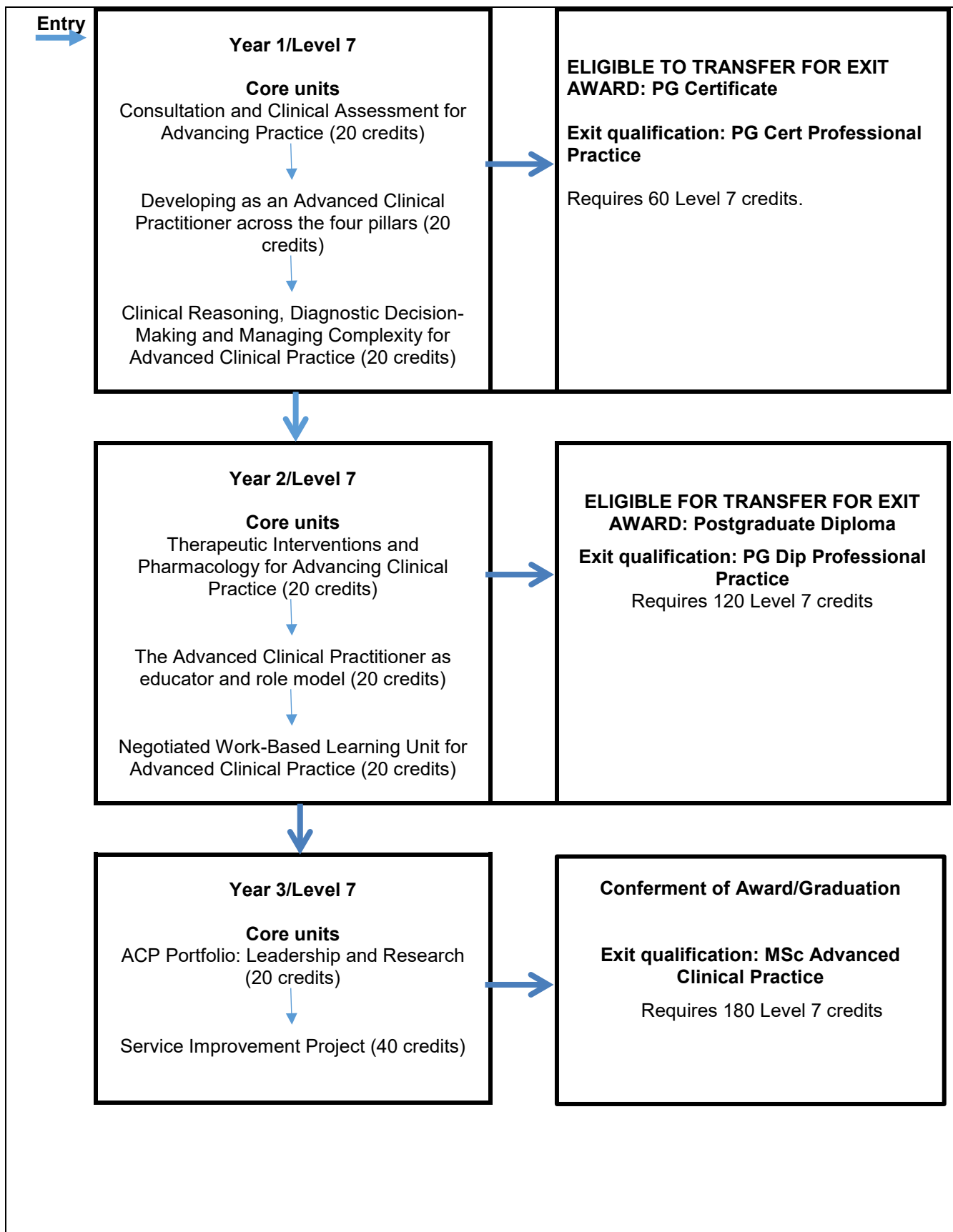
Description of Modification	Date approved	Intake to which modification applies

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix 1a: Course Diagram

The level of study, units and credits required for the course and for final and exit awards are set out in this **course diagram**





Appendix 1b: MSc Advanced Clinical Practice Course Route diagram with semester schedule sequencing

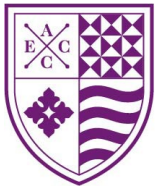
MSc Advanced clinical practice course Route Diagram (Intake starting Summer term) <i>with work-based learning / formative assessment included</i>				
	Summer	Autumn	Spring	
1 st year/ Stage 1	Unit 1: Consultation and clinical Assessment for Advancing practice (20 credits, level 7) <i>OSCE prep – supervisor. Progress review (Supervisor/personal tutor)</i>	Unit 2: Developing as an Advanced clinical practitioner across the four pillars (20 credits, level 7) <i>Student peers/tutor/supervisor – presentation prep, identifying learning evidence. Progress review (Supervisor/personal tutor)</i>	Clinical reasoning, diagnostic decision making and managing complexity for advanced clinical practice (20 credits, level 7) <i>Progress review & clinical assessment in practice with case studies (Supervisor/personal tutor)</i>	60 credits
2 nd year / stage 2	Unit 4: Therapeutic interventions and pharmacology for advancing clinical practice (20 credits, level 7) <i>Supervisor/s input into intervention learning /skillset relevant to patient caseload.</i>	Unit 5: The Advanced Clinical Practitioner as educator and role model (20 credits, level 7) <i>Supervisor/s, colleagues feedback on educator/role model and leading on developing materials.</i>	Unit 6: Negotiated work-based learning unit for advanced clinical practice (OR relevant CPD unit approved by course leader / student's workplace) (20 credits, level 7) <i>Supervisor/s input into skills analysis and assessment of competence of work-based learning and presentation prep – personal tutor reviews</i>	120 credits
3 rd year/ Stage 3	Unit 7: Advanced Clinical Practice portfolio: Leadership and Research (20 credits, level 7) <i>work-based learning & portfolio prep & final assessment in practice, portfolio verification by supervisor, pending SIP.</i>	Unit 8: Service improvement project (40 credits, level 7) <i>Tripartite arrangement manager/supervisor, student, AECC – project proposal sign-off. Progress review (Supervisor / unit leader)</i>		180 credits

Appendix 3 Course summary

Course title: MSc Advanced Clinical Practice

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
ACP7001	Consultation and Clinical assessment for advancing practice	1	20	C						P/F		N	70	60	70
ACP7002	Developing as an Advanced Clinical Practitioner across the four pillars	1	20	C	ACP7001			100%				N	42	60	98
ACP7003	Clinical Reasoning, diagnostic decision-making and managing complexity for advanced practice	1	20	C	ACP7001			100%				N	56	60	84
ACP7004	Therapeutic interventions and pharmacology for advancing clinical practice	1	20	C	ACP7001 ACP7002 ACP7003	100%						N	42	60	98
ACP7005	The Advanced Clinical Practitioner as educator and role model	1	20	C	ACP7001 ACP7002 ACP7003 ACP7004			100%				N	42	60	98
ACP7006	Negotiated work-based learning unit for advanced clinical practice	1	20	C						100%		N	21	29	150
ACP7007	ACP portfolio: leadership and research	1	20	C	ACP7001 ACP7002 ACP7003 ACP7004 ACP7005 ACP7006			100%				N	35	60	105
CPD7014	Service Improvement Project	1	40	C				100%				N	36	36	328

Exit qualification: An intermediate award in Advanced Clinical Practice is not available. Students who wish to exit the course before completion of the full 180 academic credits, or who have been unsuccessful in gaining the full 180 academic credits may transfer to the MSc Professional Practice award. An intermediate award of PG Cert Professional Practice (60 academic credits) or PG Dip Professional Practice (120 academic credits) is available where students have achieved the requisite number of credits.



Appendix 5:

Links to documents referred to within this course specification document

1. Health Education England (2017) Multi-professional framework for Advanced Clinical Practice

<https://www.hee.nhs.uk/sites/default/files/documents/multi-professionalframeworkforadvancedclinicalpracticeinengland.pdf>

2. Institute for Apprenticeship (2018) Advanced Clinical Practitioner apprenticeship standard

<https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-integrated-degree-v1-0>

3. Health Education England (2020) Advanced Practice Workplace supervision

<https://advanced-practice.hee.nhs.uk/workplace-supervision-for-advanced-clinical-practice-2/>

4. Health Education England (2021) Advanced Practice Workplace Supervision: minimum standards for supervision

https://heeo.e.hee.nhs.uk/sites/default/files/advanced_practice_workplace_supervision_minimum_standards_for_supervision.pdf

5. Health Education England (2020) Standards of education and training for advanced practice courses

<https://www.hee.nhs.uk/sites/default/files/documents/June%202020%20SET%20Existing%20courses%20%282%29.pdf>