

Course Specification

A. Course Information											
Final award title(s)	MSc Advanced Clinical Practice (Adult) Apprenticeship										
Intermediate exit award title(s)	Students who are unable to progress through to successful completion of the full award will be considered for the following: PgCert Enhancing Clinical Practice (Adult) PgDip Advanced Clinical Practice (Adult)										
UCAS Code		Course Code(s)	5483 – 3yr 5641 with APL – 2yr								
	London South Bank University										
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
Division	Advanced Clinical Practice										
Course Director	Nicola Bradley										
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: please specify										
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify										
Length of course/start and finish dates	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>3</td> <td>January</td> <td>January</td> </tr> </tbody> </table>	Mode	Length years	Start - month	Finish - month	Part time	3	January	January		
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	Part time	3	January	January							
<table border="1"> <tbody> <tr> <td>Part time</td> <td>2</td> <td>January</td> <td>January</td> </tr> </tbody> </table>	Part time	2	January	January							
Part time	2	January	January								
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire <p style="text-align: center;">No</p> Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.										
Approval dates:	Course(s) validated / Subject to validation	May 2019									
	Course specification last updated and signed off	September 2022									
Professional, Statutory & Regulatory Body accreditation	Royal College of Nursing (RCN) Accreditation of advanced nursing practice educational programmes.										
Reference points:	Internal	Corporate Strategy 2020 - 2025 LSBU Academic Regulations Academic Quality and Enhancement Website School Strategy									
	External	QAA Quality Code for Higher Education (2018) Framework for Higher Education Qualifications SEEC Level Descriptors 2021									

		<p>OfS Guidance</p> <p>Subject Benchmark Statements: Health Studies (Honours) Degree (QAA, 2016) and informed by Pharmacy (QAA, 2002) and Medicine (QAA, 2002) Masters level standards</p> <p>Health Education England (HEE) Multiprofessional Framework for Advanced Clinical Practice in England (2017)</p> <p>Institute of Apprenticeships Advanced Clinical Practitioner (degree) Standard STP0564 (2017)</p> <p>RCN standards for advanced level nursing practice, advanced nurse practitioners, RCN accreditation and RCN credentialing (2018)</p> <p>International Council of Nurses (ICN, 2020) Advanced Nursing Practice</p> <p>Royal College of Medicine/Health Education England/RCN (2017) Advanced Clinical Practitioner Curriculum and Assessment</p> <p>NHS England (2016) Allied Health Professionals into Action – using AHPs to transform health, care and wellbeing 2016/7 – 2020/21</p> <p>The Faculty of Intensive Care Medicine (2015) Curriculum for Training of Advanced Critical Care Practitioners</p> <p>Royal Pharmaceutical Society (2013) The RPS Advanced Pharmacy Framework (APF)</p> <p>College of Paramedics/Health Education England (2018) Paramedics Career Framework</p> <p>Chartered Society of Physiotherapy (2016) Advanced practice in Physiotherapy</p> <p>NHS England (2017) General Practice – Developing confidence, capability and capacity – A ten point action plan for General Practice Nursing</p> <p>Academy for Healthcare Science (2018) Career Framework for Healthcare Scientists</p>
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B. Course Aims and Features

<p>Distinctive features of course</p>	<p>The Institute of Health and Social Care at London South Bank University (LSBU) has been delivering high quality Royal College of Nursing (RCN) accredited Advanced Nurse Practitioner (ANP) education for over 20 years with demand increasing year on year. While early focus was on developing experienced nurses working in primary care settings, this expanded to include nurses from secondary and tertiary services. LSBU ANP graduate numbers exceed 1,000. Many have gone on to lead service innovation and gained promotion, such as general practice partnerships and consultant nurse posts. While employer testimony verifies the difference they have made to safety, effectiveness, productivity and the quality of patient care and service delivery.</p> <p>Over the past decade, developments in advanced clinical practice have seen the extension of this concept to allied health professionals, pharmacists and midwives. This is reflected in Advanced Practice frameworks from Scotland and Wales and the publication of the Health Education England (HEE) “Multiprofessional framework for Advanced Clinical Practice in England” (2017).</p> <p>From 2016, LSBU has provided the PgDip/MSc Advanced Clinical Practice as a curriculum for experienced registered nurses, allied health professionals and pharmacists working in primary, secondary and tertiary health care settings, who wish to undertake advanced clinical education at master’s level. This has provided high-quality development not only for Advanced Nurse Practitioners (ANP) but also for Advanced Clinical Practitioners (ACP) and other healthcare professionals to work at an advanced level of clinical practice.</p> <p>Alongside this award, LSBU has also provided the PgDip/MSc Children’s Advanced Nurse Practitioner course and the PgDip/MSc Advanced Nurse Practitioner Mental Health. Discussions regarding introduction of the Advanced Clinical Practitioner degree Apprenticeship at LSBU has provided an opportunity to review and revise all our provision at LSBU to achieve a cohesive truly multiprofessional approach for Advanced Clinical Practice education with inter-course learning opportunities.</p> <p>The MSc Advanced Clinical Practice (Adult) Apprenticeship has been designed to develop Advanced Clinical Practitioners in accordance with the Institute of Apprenticeships (IoA) Advanced Clinical Practitioner (degree) Standard STP0564. Advanced Clinical Practitioners are experienced clinicians who demonstrate expertise in their scope of practice. Advanced Clinical Practitioners manage defined episodes of</p>
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	<p>clinical care independently, from beginning to end, providing care and treatment from the time an individual¹ first 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 (IoA, 2017)</p> <p>This is an integrated master's degree, with 160 credits delivered through on-programme learning. Apprentices who meet the Gateway criteria will progress to undertake a 20 credit module to prepare for and undertake the End Point Assessment. If successful, this will result in award of the Integrated Degree Apprenticeship for Advanced Clinical Practitioner and award of the MSc Advanced Clinical Practice (Adult) Apprenticeship.</p> <p>The normal duration for the MSc Advanced Clinical Practice (Adult) Apprenticeship is 2 years for the on-programme learning on a part-time basis. This is followed by the ACP Apprenticeship End Point Assessment module.</p> <p>To achieve this timeframe, the Apprentice will be required to spend a minimum 40% of their time on "off the job training" for the full 2-year duration of the course as specified below:</p> <ol style="list-style-type: none"> 1. Attending the University on a one day a week basis for 6 hours teaching in accordance with the timetable AND 2. Engage in a minimum of 6 hours a week supernumerary Protected Learning Time for practice-based learning. This requirement extends beyond the University semesters to include the Christmas, Easter and summer periods. This will be tracked across the course to ensure that this takes place. <p>Where an apprenticeship has been granted accreditation of prior learning against a module, the sequencing of modules will be adjusted to spread the remaining modules out across the 2-year period.</p> <p>It is designed to equip Apprentices with the values, knowledge, skills and behaviours stipulated for the four pillars of:</p> <ol style="list-style-type: none"> 1. Advanced clinical practice 2. Education 3. Clinical Leadership and 4. Research. <p>The course aims and learning outcomes have been informed by the standard. In addition, mapping of the course modules to the standard (Appendices A and B) demonstrates that LSBU has ensured that our ACP Apprentices will complete a curriculum that has teaches, develops and assesses their ability to demonstrate all aspects.</p> <p>Across the course, Apprentices will engage in critical reflection in regard to their behaviours to ensure that they display the values of caring, compassion, honesty, conscientiousness and commitment to treat people with dignity, respecting people's diversity, beliefs, culture, needs, values, privacy and preferences; show respect and empathy for those they work</p>
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	<p>with; have the courage to challenge areas of concern; and work to best practice; and are able to be adaptable, reliable and consistent, show discretion, resilience and self-awareness.</p> <p>The MSc ACP (Adult) Apprenticeship includes the option for Apprentices to study the 40 credit Non Medical Prescribing module to become an Independent Prescribers to better meet patient's needs and provision of timely treatment. Current Prescribing legislation enables Nurses, Midwives, Physiotherapists, Pharmacists, Chiropodists, Podiatrists and Therapeutic Radiographers and Paramedics to train to become Independent Prescribers.</p> <p>For other healthcare professionals the Apprentice will be able to take an alternative module WBL7001 "Enhancing Practice through Work Based Learning (Taught)" (20 credits, Level 7). This module allows Apprentices to investigate an area of their own choice, relevant to their field of professional practice. For this group, the focus will be the standard element 1.6 such that they will develop their capability to evaluate the impact on the patient of a range of interventions including medications, therapies, lifestyle advice and care and identify potential alternatives. The module is delivered in the form of a learning contract and is largely Apprentice managed with tutorial support. They will also need to undertake a 20 credit "Option" module of their choice or can utilise credit from prior learning if studied less than 4 years ago. Inclusion of an option module enables the individual student to address their specific learning and/or service needs. Similarly, the work-based learning module will provide a framework for students to further develop their clinical skills. For example, this could link to focus on developing the knowledge and skills to perform a specific intervention eg Chest Xray requesting and interpretation. Alternatively, it could relate to production of some of the evidence required for demonstration of competencies for RCEM ACP Credentialing.</p> <p>The course is RCN Accredited. Their standards are currently the only quality marker for Advanced Practitioner preparation in England. While not all the Apprentices undertaking this course will be nurses, other healthcare professionals will benefit from the rigorous standards set by the RCN Accreditation unit for advanced nurse practitioner preparation. RCN Accreditation indicates that this course has been evaluated against 15 standards and associated criteria for educational preparation and judged to prepare practitioners to an advanced level (RCN, 2018). Nurses who gain the MSc award will be Credentialed with the RCN.</p> <p>Other distinctive features of the course include:</p> <ul style="list-style-type: none"> • It has evolved from the first Nurse Practitioner (NP) programme in the UK which started in 1990 at the RCN Institute, London and transferred to LSBU in 2000. • Design and sequencing of modules support advancement of clinical and professional knowledge and skills throughout the curriculum using a spiral curriculum approach • Teaching is provided by experienced qualified advanced practitioners, many of whom work regularly in clinical practice • A variety of student-centred, teaching strategies are used including case-based learning, skills demonstration with supervised practice, practical workshops, role play, student presentations and use of online learning resources • Inter-professional and peer learning is promoted utilising the wide range of experience and variety of clinical roles and settings reflected within each cohort
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	<ul style="list-style-type: none"> • A range of methods assess Apprentice learning, including clinical case analysis, a scenario-based exam, an essay, a portfolio and practical assessments including OSCEs (Objective Structured Clinical Examination) • Guided Practice Based Learning is supported through a series of Practice Based Learning Records • While this is predominantly a generic advanced clinical practice course, the opportunity is provided in the final module “Managing Complexity in Advanced Clinical Practice” to choose one of three different areas: Primary and Urgent Care, Emergency Care and Acute and Critical Care. This separation enables teaching and learning and practical assessment to occur with greater specificity and depth in order to optimise preparation of advanced practitioners for the realities of patient care within each setting
Course Aims	<p>The MSc Advanced Clinical Practice (Adult) Apprenticeship aims to:</p> <ul style="list-style-type: none"> • Enable successful completion of the Advanced Clinical Practitioners Apprenticeship in accordance with the Institute of Apprenticeships (IoA) Advanced Clinical Practitioner (degree) Standard STP0564. • Equip Apprentices with knowledge, skills and behaviours to enable them to deliver safe, appropriate, effective, efficient and evidence-based healthcare for adult patients. • Develop the Apprentices ability to apply knowledge and understanding systematically and creatively to complex issues within the field of advanced clinical practice. • Foster the Apprentices potential for strategic leadership, particularly in relation to the continual enhancement of the quality of healthcare. • Facilitate the personal and professional development of each Apprentice such that they take responsibility for their own learning and can demonstrate a reflective, enquiring, critical and innovative approach to practice. • Provide high-quality advanced clinical practice education that is accredited by the RCN Accreditation Unit and meets the requirements of current policies and market demands.
Course Learning Outcomes	<p>A Apprentices will have knowledge and understanding of:</p> <p>A1 A comprehensive range of strategies to promote/improve and provide safe and effective evidence-based assessment for adult patients presenting in a range of health care settings with acute and long-term problems</p> <p>A2 Anatomical and physiological principles related to adult health and disease</p> <p>A3 The impact of personal, cultural, spiritual beliefs and practices and the psychosocial context, on therapeutic communication, behaviour, use and experiences of services and health outcomes.</p> <p><i>Students exiting with the PgCert Enhancing Clinical Practice (Adult) will have achieved A1-A3.</i></p> <p>A4 Local and national policies, regulatory frameworks and evidence-based guidelines underpinning prescribing decisions and medication use</p>

	<p>A5 A comprehensive range of strategies to promote, improve and provide safe and effective evidence-based care for adult patients presenting in a range of healthcare settings with complex problems</p> <p>A6 The impact of a wide range of contextual factors (eg social, ethical, legal, political, technological, cultural, and economic) and trends, at local, national and international levels upon health and the leadership, management and culture of healthcare organisations, as well as on healthcare practices and professionals</p> <p>A7 A comprehensive range of public health strategies and theoretical approaches that might be critically deployed to tackle inequalities and promote the health and well-being and prevention of disease with individuals, specific groups and communities</p> <p>A8 The history and development of advanced clinical practice from a devolved four country, UK and international context</p> <p>A9 Government policy and strategy and its impact within a changing context on stakeholders and organisations at a local and national level</p> <p>A10 A wide range of related theory and approaches enabling analysis of professional issues (such as professional identity, advocacy, autonomy, ethics and accountability) within the practice arena for the advancement of professional expertise, strategic leadership, service improvement and patient care</p> <p>A11 An extensive range of research and quality assurance and quality improvement methodologies and evidence-bases, and underpinning paradigms, that can be used to inform, enhance and challenge practice, including ethical and governance dimensions</p> <p>A12 The application of teaching and learning theories and techniques to influence organisational culture to optimise the learning and development environment</p> <p><i>Students exiting with the PgDip Advanced Clinical Practice (Adult) will have achieved A1-A15</i></p> <p>A13 Wide-ranging approaches to mitigate risk and optimise patient safety</p> <p>A14 Existing and emerging technology to underpin and inform decisions made about care and treatment and to optimise education</p> <p>B Apprentices will develop their intellectual skills such that they are able to:</p> <p>B1 Use clinical reasoning, critical thinking, problem-solving, reflection, analysis and synthesis to make sound judgements and decisions and to explore potential solutions</p> <p><i>Students exiting with the PgCert Enhancing Clinical Practice (Adult) will have achieved B1</i></p>
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	<p>B2 Critically analyse and synthesise information from a wide range of sources in order to gain a coherent understanding of, and new insight into, pertinent theoretical principles and their application to practice</p> <p>B3 The ability to creatively and effectively apply leadership, research and education theory for the enhancement of practice.</p> <p><i>Students exiting with the PgDip Advanced Clinical Practice (Adult) will have achieved B1-B3</i></p> <p>B4 Critically analyse the theoretical, research, clinical and professional underpinnings of advanced clinical practice as a means to optimise higher-level knowledge and skills</p> <p>B5 Proactively explore potential solutions to complex, unstructured and sometimes unfamiliar practice problems possibly in the absence of complete data)</p> <p>C Apprentices will acquire and develop practical skills such that they are able to:</p> <p>C1 Establish therapeutic relationships with adult patients and colleagues through skilled and creative use of communication</p> <p>C2 Demonstrate competence in undertaking and documenting a comprehensive, holistic patient health assessment (including history taking and physical examination skills for all systems of the body), for adult patients with common health problems, referring on appropriately when the problem exceeds their scope of practice and/or expertise</p> <p>C3 Critically analyse patient assessment findings and clinical outcomes and act safely and appropriately</p> <p>C4 Critically evaluate own clinical practice and seek further learning and development to develop proficiency to a higher level</p> <p><i>Students exiting with the PgCert Enhancing Clinical Practice (Adult) will have achieved C1-C4.</i></p> <p>C5 Undertake skilled, competent, safe, evaluative, autonomous, reflective holistic consultations for adult patients with common and complex health problems including referral where appropriate</p> <p>C6 Review existing medication use and options and to prescribe safely, appropriately and cost-effectively within the parameters laid down in prescribing legislation</p> <p>C7 Take a pro-active approach to working in partnership to support, educate and empower patients, their families and other carers to use available services and participate in decisions concerning their care and influence the quality of future provision</p> <p>C8 Demonstrate leadership skills, self-direction and originality in tackling and solving problems and effective team-working within a multi-disciplinary and multi-agency context</p> <p>C9 Collaboratively engage with others to plan and deliver interventions to meet the learning and development needs of own and others profession</p>
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	<p>C10 Evaluate the quality of practice, including health outcomes, of self and others at individual, team, organisational and systems level, selecting and applying valid and reliable approaches and methods which are appropriate to the needs and context, and act on the findings</p> <p><i>Students exiting with the PgDip Advanced Clinical Practice (Adult) will have achieved C1-C10.</i></p> <p>C11 Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences</p> <p>C12 Demonstrate the ability to critically challenge, advocate for, and shape health care services, within a context of resource demands and changing organisational and policy imperatives</p> <p>D Apprentices will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Gather and interpret information from different sources and make informed judgements about its quality and appropriateness</p> <p>D2 Work independently and as part of a group or team</p> <p>D3 Communicate effectively with a wide range of individuals using a variety of means, including ability to provide coherent and logical arguments in support of decision-making.</p> <p>D4 Demonstrate self-awareness and the ability to critically appraise individual learning needs</p> <p>D5 Information management skills eg use of IT, Internet</p> <p><i>Students exiting with the PgCert Enhancing Clinical Practice (Adult) will have achieved D1-D5.</i></p> <p>D6 Implement appropriate strategies for continuing professional and personal development and evaluate the impact</p> <p><i>Students exiting with the PgDip Advanced Clinical Practice (Adult) will have achieved D1-D6.</i></p> <p>D7 Produce a Portfolio of evidence that uses effective strategies such as cross-referencing to demonstrate analysis and synthesis</p> <p>D8 Be adaptable and show creativity, originality, insight and critical reflective abilities which can be brought to bear on a wide range of situations</p>
<p style="text-align: center;">C. Teaching and Learning Strategy</p> <p>The course will be taken on a part-time, one-day-a-week basis. All teaching for this course takes place on the Southwark Campus.</p> <p>It will start with a two-day Induction to orientate Apprentice to the university and the course. Apprentices will participate in a Professional Development Day at the start of the subsequent academic year to</p>	

enable them to mix with other advanced practice students from the School and have updates on pertinent developments and hear examples of impact.

The structure for the course comprises of a prescribed sequence of modules. Key material is taught, further developed, revisited and consolidated and assessed at appropriate points in a spiral approach.

Each country of the UK has advanced practice policy which emphasises the importance of the four pillars of clinical practice, leadership, education and research as the cornerstones for safe and effective, patient-centred practice at this level. While some modules within the curriculum may have titles that indicate focus on particular pillars, all four pillars are taught, developed and assessed to different degrees in the sequence of modules. We view the pillars not as discrete entities but aspects that inform, underpin and enhance each other. The spiral curriculum has been designed to foster this integration.

A variety of teaching and learning approaches are used across the course which maximise active participation and engagement including interactive lectures, clinical skills demonstration and supervised practice, small group activities, case-based discussions, workshops, practice simulation and tutorials. The Library services provide a wide range of hard-copy and on-line resources, help-sheets and one to one's, study skills sessions and quiet study areas. Clinical skills development and simulated learning activities are delivered in fully equipped skills labs.

The classroom-based activity is supported by online activities using the Virtual Learning Environment (Moodle) for electronic resources, clinical assessment videos, quizzes, sharing of student blended learning and online discussion. Blended learning is defined as a combination of elements of face-to-face learning and teaching, electronically supported learning and teaching, and eLearning. It accounts for 14 hours for each module with a range of activities according to the focus of the module and assessment strategies.

The academic year at LSBU is organised into two semesters. Each module is normally run over a semester comprising 15 weeks where the final week is focused on completion of assessments. Attendance is also required for summer workshops to develop specific knowledge and skills. Dates are provided with sufficient notice to allow planning.

At LSBU each 20-credit module represents 200 hours of total student effort per module. Class contact usually comprises of approximately 30-40 hours, with 14 hours for blended learning and the remainder is for guided and student self-directed work and practice-based learning. Private study should account for a minimum of 11 hours per module per week.

Learning support is a crucial element of any course of study but may be considered even more so for an Apprenticeship, postgraduate programme developing healthcare professionals for a new advanced level of practice and innovative way of working. The Advanced Clinical Practice course teaching team are all experienced Senior Lecturers. They have all worked as advanced practitioners and most continue to do so regularly. The Course Director and a dedicated ACP Apprenticeship lead oversees Apprentice progression from induction to final award. Additional support is provided by module leaders and through lunchtime meetings held each semester. Feedback is collected at the end of each module and an annual Course Board has student, employer and service-user representation as part of the quality assurance process.

The progress for each Apprentice will be reviewed on a regular basis and noted on the LSBU platform "One File".

D. Assessment

A range of strategies are used for assessment on this course. Formative assessments are used in each module to develop master's level academic performance and review developing clinical competence. A variety of summative assessments are used at the end of each module including exams, a case study, OSCEs, written coursework, a portfolio, work-based practice-based learning and submission of a series of Practice Based Learning records (with verification of supervised clinical development, individual objective setting and review, feedback on progress and specific competencies). These assessments

allow the Apprentice to demonstrate both the depth and breadth of knowledge and skills required to demonstrate achievement of the capabilities underpinning advanced clinical practice.

E. Academic Regulations

The University's Academic Regulations apply for this course. Current University Academic Regulations allow up to 40 credits at Level 6 to contribute to a Postgraduate Diploma or MSc award.

In addition, the following apply:

1. An Apprentice must successfully complete and pass all the modules on this pathway in order to be eligible for the final award. The modules are all compulsory and are therefore classed as designated modules and criteria for compensation cannot normally be applied. [This reflects the clinical and professional development aspects of the course and is a requirement within the Standards and Criteria for RCN Accreditation Unit Accreditation of advanced nursing educational programmes (RCN 2018) and of the Institute of Apprenticeships requirements for the Advanced Clinical Practitioner (degree) Standard STP0564].
2. The normal time frame for this award will be 3 years including the End Point Assessment. However, where extenuating circumstances apply and with employer approval this can be extended to a maximum of 5 years.

F Entry Requirements

In order to be considered for entry to MSc Advanced Clinical Practice (Adult) Apprenticeship applicants will be required to demonstrate they have the following before they are eligible to start the course:

PROFESSIONAL:

- Current professional registration with the Nursing & Midwifery Council (NMC) or Health Care Professions Council (HCPC) or The General Pharmaceutical Council (GPhC)

ACADEMIC QUALIFICATIONS:

- GCSE passes (Grade C, Grade 4 or above) in English Language and Mathematics or pass in the Functional Skills qualification at Level 2.
- Evidence of a minimum of 90 undergraduate degree level healthcare related credits

PRACTICE:

- A minimum of 3 years post-registration experience on entry to the course
- On entry to ACP Apprenticeship have been employed at minimum of Band 6 or equivalent
- Employed for a minimum of 30 hours per week in one relevant clinical environment, with access to appropriate clinical support and supervision for the development of knowledge and skills to an advanced level.
- Applicants must also be able to demonstrate employer support for all the following:

Willingness to release the Apprentice to:

- Attend the University on a one day a week basis for 6 hours teaching in accordance with the timetable AND
- Engage in a minimum of 6 hours a week supernumerary Protected Learning Time for practice-based learning. This requirement extends beyond the University semesters to include the Christmas, Easter and summer periods. This will be tracked across the course to ensure that this takes place.

- For the student to organise for a Doctor/qualified Advanced Practitioner to act as their designated "Practice Facilitator" to supervise and subsequently support the applicants overall clinical development and facilitate completion of specified practice-based learning activities. Sign off for specific aspects of learning is required during the course (this responsibility can be shared with other senior experienced clinical colleagues however nomination of an overall Practice Facilitator is required).
- Provision of day-to-day supervision and support by an experienced clinical team while working across the remainder of their working week to enable the development of the knowledge, skills, behaviours, competence and confidence commensurate with this level of practice.

SELECTION PROCESS:

Advanced level clinical practice is by its very nature challenging and demanding. It is therefore important that appropriate Apprentices are selected who have the determination, professional attitudes and calibre that is needed for academic success and maximum impact in practice.

Apprentices are therefore selected for the course using the following strategies:

On-line application form with personal statement.

Review of existing academic credit

Review of current registration

Review of current role and duration of experience on application form

Individual Needs Assessment including review of prior learning

Assess compliance with English and Maths requirements

Review of right to work in the UK

A supportive reference from the applicant's current line manager.

Provision of a completed Practice Facilitators nomination and acceptance form. (See the section on Practice Based Learning for guidance on selection of Practice Facilitators).

Completion of a Clinical Practice Learning Environment profile which evaluates capacity of the applicants work environment (and other clinical opportunities) to meet the learning requirements for the course and establishes an action plan to redress any issues. This is signed by the applicant's line manager and the Practice Facilitator.

An interview with representatives from the course team and a service-user to assess motivation, understanding of the course requirements and potential challenges, and appreciation of the potential benefits offered by the course for personal and professional development and to the patient care on an individual and organisational basis. Where possible, this interview will be in conjunction with the representatives from the employing Trust as part of a coordinated approach to Apprenticeship selection.

Confirmation of ACP Apprenticeship status with the employer.

Where an applicant is unsuccessful, advice will be offered on alternative study or development opportunities.

RECOGNITION OF PRIOR LEARNING

This is considered on an individual basis, in accordance with the University Academic Regulations and School of Health and Social Care APL/AP(E)L Policy and Procedure.

Credit awarded by another university may under certain circumstances contribute to the credit required for a London South Bank University award. For example, increasing numbers of applicants are already Independent Prescribers, having completed Non Medical Prescribing (NMP) courses at Level 6 or 7. For credit to be transferred, the learning must be relevant to the module for which the claim for credit is being made. The learning must also have been at a comparable academic level, must have been assessed and academic credits awarded. The learning activity must have taken place less than 4 years prior to entry to the MSc Advanced Clinical Practice (Adult) Apprenticeship. The amount of credit transferred must be equal to or less than the amount of credit awarded by the university at which the learning took place. The maximum claim will normally not exceed 50% of the total credit of the award registered form. The use of the same allocation of credit in order to meet the requirements of more than one academic award at the same level ("double counting") is not permitted and students should not receive more than one allocation of credit for a single learning activity.

The university also has a process for accreditation of prior experiential learning, with the details and submission requirements for each claim considered individually.

G. Course structure

MSc Advanced Clinical Practice (Adult) Apprenticeship : JANUARY INTAKE – 2YR

Year 1 JAN – APL NMP Module Only – 1PS03

Module Code	Description	Core / Optional	Credits
ACP_7_009	Physiology for Advanced Clinical Practice	Core	20
ACP_7_010	Advanced Clinical Assessment Skills	Core	20
NMP_6_040/NMP_7_040	Prescribing for Clinical Practice	APL	40
ACP_7_011	Clinical Reasoning and Diagnostic Skills	Core	20
ACP_7_007	Leadership, Research and Education for Advanced Clinical Practice	Core	20
ACP_7_GW1	Gateway Preparation	Core	0

Year 2 JAN APL Students – NMP Modules Only - 2PS03

Module Code	Description	Core / Optional	Credits
ACP_7_008	Professional Development for Advanced Clinical Practice	Core	20
ACP_7_012/3/4	Clinical Complexity in Advanced Practice (Primary and Urgent Care/Emergency Care/Acute and Critical Care)	Core	20
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW2	Gateway Preparation	Core	0

Year 1 JAN – APL 40 Credit ACP Modules – 1PS05

Module Code	Description	Core / Optional	Credits
ACP_7_009	Physiology for Advanced Clinical Practice	APL	20
ACP_7_010	Advanced Clinical Assessment Skills	APL	20
NMP_7_040	Prescribing for Clinical Practice	Core	40
ACP_7_011	Clinical Reasoning and Diagnostic Skills	Core	20
ACP_7_007	Leadership, Research and Education for Advanced Clinical Practice	Core	20
ACP_7_GW1	Gateway Preparation	Core	0

Year 2 JAN – APL 40 credit ACP Modules Only - 2PS05

Year 2 JAN

Module Code	Description	Core / Optional	Credits
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ACP_7_008	Professional Development for Advanced Clinical Practice	Core	20
ACP_7_012/3/4	Clinical Complexity in Advanced Practice (Primary and Urgent Care/Emergency Care/Acute and Critical Care)	Core	20
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW2	Gateway Preparation	Core	0

Year 1 JAN – APL 20 ACP module AND NMP - 1PS04

Module Code	Description	Core / Optional	Credits
ACP_7_009	Physiology for Advanced Clinical Practice	Core	20
ACP_7_010	Advanced Clinical Assessment Skills	APL	20
NMP_7_040	Prescribing for Clinical Practice	APL	40
ACP_7_011	Clinical Reasoning and Diagnostic Skills	Core	20
ACP_7_007	Leadership, Research and Education for Advanced Clinical Practice	Core	20
ACP_7_GW1	Gateway Preparation	Core	0

Year 2 JAN APL 20 ACP module AND NMP - 2PS04

Module Code	Description	Core / Optional	Credits
ACP_7_008	Professional Development for Advanced Clinical Practice	Core	20
ACP_7_012/3/4	Clinical Complexity in Advanced Practice (Primary and Urgent Care/Emergency Care/Acute and Critical Care)	Core	20
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW2	Gateway Preparation	Core	0

MSc Advanced Clinical Practice (Adult) Apprenticeship : JANUARY INTAKE – 3YR

Year 1 JAN – 1PS02 with NMP

Module Code	Description	Core / Optional	Credits
ACP_7_009	Physiology for Advanced Clinical Practice	Core	20
ACP_7_010	Advanced Clinical Assessment Skills	Core	20
NMP_7_040	Prescribing for Clinical Practice	Core	40
ACP_7_GW1	Gateway Preparation	Core	0

Year 2 JAN - 2PS02 with NMP

Module Code	Description	Core / Optional	Credits
ACP_7_011	Clinical Reasoning and Diagnostic Skills	Core	20

ACP_7_007	Leadership, Research and Education for Advanced Clinical Practice	Core	20
ACP_7_008	Professional Development for Advanced Clinical Practice	Core	20
ACP_7_012/3/4	Clinical Complexity in Advanced Practice (Primary and Urgent Care/Emergency Care/Acute and Critical Care)	Core	20
ACP_7_GW2	Gateway reparation	Core	0
Year 3 JAN - 3PS02 with NMP			
Module Code	Description	Core / Optional	Credits
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW3	Gateway Preparation	Core	0
Year 1 JAN – APL 20 Credit ACP Modules – 1PS03			
Module Code	Description	Core / Optional	Credits
ACP_7_010	Advanced Clinical Assessment Skills	APL	20
ACP_7_009	Physiology for Advanced Clinical Practice	Core	20
NMP_7_040	Prescribing for Clinical Practice	Core	40
ACP_7_GW1	Gateway Preparation	Core	0
Year 2 JAN – APL 20 credit ACP Modules Only - 2PS03			
Module Code	Description	Core / Optional	Credits
ACP_7_011	Clinical Reasoning and Diagnostic Skills	Core	20
ACP_7_007	Leadership, Research and Education for Advanced Clinical Practice	Core	20
ACP_7_008	Professional Development for Advanced Clinical Practice	Core	20
ACP_7_012/3/4	Clinical Complexity in Advanced Practice (Primary and Urgent Care/Emergency Care/Acute and Critical Care)	Core	20
ACP_7_GW2	Gateway Preparation	Core	0
Year 3 JAN – APL 20 credit ACP Modules Only – 3PS03			
Module Code	Description	Core / Optional	Credits
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW3	Gateway Preparation	Core	0
Year 1 JAN – 1PS06 Non NMP			

Module Code	Description	Core / Optional	Credits
ACP 7 009	Physiology for Advanced Clinical Practice	Core	20
ACP 7 010	Advanced Clinical Assessment Skills	Core	20
WBL 7 001	Enhancing Practice Through Work Based Learning	Core	20
Optional Module			20
ACP_7_GW1	Gateway Preparation	Core	0
Year 2 JAN - 2PS06 Non NMP			
Module Code	Description	Core / Optional	Credits
ACP 7 011	Clinical Reasoning and Diagnostic Skills	Core	20
ACP 7 007	Leadership, Research and Education for Advanced Clinical Practice	Core	20
ACP 7 008	Professional Development for Advanced Clinical Practice	Core	20
ACP_7_012/3/4	Clinical Complexity in Advanced Practice (Primary and Urgent Care/Emergency Care/Acute and Critical Care)	Core	20
ACP_7_GW2	Gateway Preparation	Core	0
Year 3 JAN - 3PS06 Non NMP			
Module Code	Description	Core / Optional	Credits
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW3	Gateway Preparation	Core	0
Year 1 JAN – 1PS07 Non NMP APL 20 Credit ACP Credits			
Module Code	Description	Core / Optional	Credits
ACP 7 009	Physiology for Advanced Clinical Practice	Core	20
ACP 7 010	Advanced Clinical Assessment Skills	APL	20
WBL 7 001	Enhancing Practice Through Work Based Learning	Core	20
Optional Module			20
ACP_7_GW1	Gateway Preparation	Core	0
Year 2 JAN - 2PS07 Non NMP APL 20 Credit ACP Credits			
Module Code	Description	Core / Optional	Credits
ACP 7 011	Clinical Reasoning and Diagnostic Skills	Core	20
ACP 7 007	Leadership, Research and Education for Advanced Clinical Practice	Core	20
ACP 7 008	Professional Development for Advanced Clinical Practice	Core	20
ACP_7_012/3/4	Clinical Complexity in Advanced Practice (Primary and Urgent Care/Emergency Care/Acute and Critical Care)	Core	20

ACP_7_GW2	Gateway Preparation	Core	0
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Year 3 JAN - 3PS07 Non NMP APL 20 Credit ACP Credits

Module Code	Description	Core / Optional	Credits
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW3	Gateway Preparation	Core	0

Postgraduate Certificate Enhancing Clinical Practice (Adult) and Postgraduate Diploma Advanced Clinical Practice (Adult) awards are available as an exit awards only. These are intended for experienced, qualified registered nurses and other healthcare professionals working in primary, secondary and tertiary health care settings who have studied modules within the MSc Advanced Clinical Practice (Adult) Apprenticeship but are unable to continue their studies through to completion of the award.

The Postgraduate Certificate Enhancing Clinical Practice can be awarded when the student has successfully completed the following three modules, totalling 60 at Level 7, with associated Practice Based Learning and are unable to continue:

1. Physiology for Advanced Clinical Practice
2. Advanced Clinical Assessment Skills
3. Clinical Reasoning and Diagnostic Skills

The credit for Non-Medical Prescribing has not been included in this award to avoid double counting.

The Postgraduate Diploma Advanced Clinical Practice (Adult) can be awarded when the student has successfully completed 120 credits with associated Practice Based Learning but is unable to continue. Mapping to the Health Education England (HEE) "Multiprofessional Framework for Advanced Clinical Practice in England" four pillars and associated capabilities has confirmed that all aspects will have been taught, developed and assessed by this point to validate use of the title Advanced Clinical Practice for this exit award.

Practice Based Learning

Apprentices on this course do not undertake placements in the traditional sense. Rather learning takes place primarily within their workplace. The term "Practice Based Learning" (PBL) is used on this course, to describe any learning that takes place within the clinical setting. This aspect is particularly important for preparation for an Apprenticeship of this nature; for many applicants, even those with many years of experience, some of the areas covered by the programme will be new such as history-taking, physical examination skills, ordering and interpreting investigations, making differential diagnoses, pharmacology, and mental health assessment, etc.

A Practice Based Learning Handbook accompanies the course to provide guidance and suggestions for use of the Apprentices Protected Learning Time for each stage of the course. These activities complement classroom learning and are intended to develop the student's clinical and professional knowledge and understanding, skills and behaviours to achieve the requirements for an Advanced Clinical Practitioner Apprentice. In order to ensure this happens, aspects of learning in practice are purposively structured and assessed.

Evidence of practice-based learning, review of specific competencies and feedback on progress, is used as one of the elements of assessment on the following modules:

1. Advanced Clinical Assessment Skills
2. Clinical Reasoning and Diagnostic Skills
3. Clinical Complexity in Advanced Practice

Practice Based Learning is supported through identification of a Doctor/qualified Advanced Practitioner to act as the student's "Practice Facilitator" to supervise and support their clinical development.

The Practice Facilitator must be either a:

- I. A qualified Doctor (GP or Registrar Level in hospital setting) or
- II. An Advanced Nurse Practitioner or an Advanced Clinical Practitioner who has successfully completed a minimum of an RCN Accredited BSc NP or a PgDip ACP or ANP award at least 2 years ago

For both, they need to have been working in the same organisation and setting as the student for a minimum of one year

Other experienced senior clinicians can also contribute to student development. Details of these activities and the role of the Practice Facilitator are provided in the Practice Based Learning Handbook. They are also reviewed and discussed at a specific session for students and their Practice Facilitators within the Induction at the start of the course.

Non Medical Prescribing has its own arrangements for recording practice-based learning, including a verified log of clinical hours to account for a minimum of 90 hours for nurses, midwives, and AHP's and pharmacists. A minimum of one third must be under direct supervision of their Practice Assessor of 30 hours.

The LSBU criteria for the Practice Assessor are:

- Qualified independent prescriber for minimum of 3 years
- Prescribing regularly, minimum of once a week
- Has mentorship qualification or can demonstrate experience or training in teaching / supervision in clinical practice.

These will apply if a student undertakes the NMP course as part of their studies

H. Course Modules

The Course Director or nominated representative will discuss potential option modules with the Apprentice at interview if appropriate. These will be confirmed at the start of the academic year in which they are due to undertake this module

Module Code	Module Title	Level	Semester	Credit value	Assessment
ACP_7_009	Physiology for Advanced Clinical Practice	7	1 and 2	20	Exam
ACP_7_010	Advanced Clinical Assessment Skills	7	1 and 2	20	Case study OSCE PBL record
ACP_7_011	Clinical Reasoning and Diagnostic Skills	7	1 and 2	20	Exam PBL record
ACP_7_007	Leadership, Research and Education for Advanced Clinical Practice	7	1 and 2	20	Portfolio
ACP_7_012	Clinical Complexity in Advanced Practice (Primary Care and Urgent Care)	7	1 and 2	20	Portfolio PBL record OSCE
ACP_7_013	Clinical Complexity in Advanced Practice (Emergency Care)	7	1 and 2	20	Portfolio PBL record OSCE
ACP_7_014	Clinical Complexity in Advanced Practice (Acute and Critical Care)	7	1 and 2	20	Portfolio PBL record OSCE
ACP_7_008	Professional Development for Advanced Clinical Practice	7	1 and 2	20	Practice Development proposal
ACP_7_022	ACP Apprenticeship: End Point Assessment module	7	1 and 2	20	Open book exam and Presentation of Practice
ACP_7_GW1	Gateway Preparation	7	2	0	None
ACP_7_GW2	Gateway Preparation	7	2	0	None
ACP_7_GW3	Gateway Preparation	7	2	0	None
OPTIONS					
NMP_6_040 NMP_7_040	Non Medical Prescribing	6/7	January and June	40	CW1: Portfolio CW2: Case Study EX1: Drug calculation EX2: VIVA EX3: Pharmacology exam
WBL_7_001	Enhancing Practice through Work Based Learning (Taught) (VALIDATED)	7	2	20	4,000 word written report
ACP_7_024	Assessment and management of musculoskeletal minor injuries	7	2	20	Presentation of a Case study

	EXAMPLES OF OTHER OPTIONAL VALIDATED MODULES FOR STUDENTS TO CHOOSE:				
PHP_7_005	Assessment and management of Children's Illness in Primary and Urgent Care settings	7	2	20	Case study
TBE_7_013	Mentorship and Competency Based Education	7	1 and 2	20	Critical Reflection
AHP_7_081	Mentorship for Allied Health Professions (Taught)	7	2	20	4,000 word reflective account
AHP_7_106	Mentorship for Allied Health Professions (Online)	7	2	20	4,000 word reflective account
TAR_7_011	Research in Health and Social Care (Taught)	7	1 and 2	20	4,000 word written assignment
TAR_7_014	Research in Health and Social Care (Online)	7	1 and 2	20	4,000 word written assignment
AHP_7_079	Entrepreneurship for Allied Health Professions (Taught)	7	1 and 2	20	4,000 word business plan
AHP_7_107	Entrepreneurship for Allied Health Professions (Online)	7	1 and 2	20	4,000 word business plan
WHN_7_124	Ethics and Law in Professional Practice	7	1 and 2	20	2,000 word written assignment and Ethics Consultation or Best Interests Assessment
AHP_7_038	An Introduction to Counselling Skills for Health Care Professionals	7	2	20	4,000 word essay
AHP_7_065	Foundations of Image Interpretation (Online)	7	1	20	4,000 word essay
AHP_7_100	Radiographic Reporting: Axial Skeleton	7	1 and 2	20	OSCEs
AHP_7_063	Radiographic Chest Reporting	7	1 and 2	20	OSCEs
AHP_7_019	Advances in Specialised Skeletal Imaging	7	1 and 2	20	ePoster
AHP_7_093	Advancing Occupational Therapy Practice: Mental Health (Taught and Online versions)	7	1	20	Poster and 2,000 word supporting evidence
AHP_7_042	Advancing Occupational Therapy Practice with Older People (Taught and Online versions)	7	2	20	Poster and 2,000 word supporting evidence
AHP_7_078	Advancing Practice with Assisted Living Technologies (Online)	7	1 and 2	20	4,000 word written report
WHM_7_035	Best Practice in Dementia Care	7	2	20	Case study
HMH_7_006	Introduction to Mindfulness Based Approaches	7	1	20	Reflective account
AHP_7_052	Clinical applications of radiotherapy treatment planning	7	1	20	Critical evaluation of treatment plan

AHP_7_090	Motion Management in Radiotherapy	7	2	20	Critical review of management
I. Timetable information					
<p>Apprentices will be provided with a timetable and preparation material following successful application for the course. The course starts with a 2-day Induction. Apprentices then attend at the university on a one-day-a-week part-time basis. Teaching sessions are delivered in the morning or afternoon according to the module timetable. There are no evening or weekend teaching sessions. Assessments normally take place in January for semester 1 modules and May/June for semester 2 modules. Apprentices will be notified by their LSBU email account of any changes to the timetable and on the VLE (Moodle) site.</p>					
J. Costs and financial support					
Course related costs					
No specific costs					

List of Appendices

- Appendix A: Curriculum Map of course learning outcomes across modules within MSc Advanced Clinical Practice (Adult) Apprenticeship
- Appendix B: Mapping of Degree Apprenticeship Standard Advanced Clinical Practitioner to modules within MSc Advanced Clinical Practice (Adult) Apprenticeship
- Appendix C: Personal Development Planning (postgraduate courses) for MSc Advanced Clinical Practice (Adult) Apprenticeship
- Appendix D: Terminology

Appendix A: Curriculum Map for MSc Advanced Clinical Practice (Adult) Apprenticeship

This map demonstrates where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes for use in validation, accreditation and external examining processes. Making the learning outcomes explicit also helps students to monitor their own learning and development as the course progresses.

Modules			Course outcomes													
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14
	YEAR ONE															
7	Physiology for Advanced Clinical Practice	ACP_7_009		x												
7	Advanced Clinical Assessment Skills	ACP_7_010	x		x											
7	Non Medical Prescribing or Enhancing Practice through Work Based Learning (Taught)	NMP_7_040 or WBL_7_001	x		x	x	x									
	YEAR TWO															
7	Clinical Reasoning and Diagnostic Skills	ACP_7_011	x		x		x									
7	Leadership, Research and Education for Advanced Clinical Practice	ACP_7_007						x	x	x	x	x	x	x		
7	Professional Development for Advanced Clinical Practice	ACP_7_0008						x	x	x	x	x	x	x	x	x
7	Clinical Complexity in Advanced Practice	ACP_7_012/13/14	x		x		x		x							x

Appendix A: Curriculum Map for MSc Advanced Clinical Practice (Adult) Apprenticeship – continued

Modules			Course outcomes																	
Level	Title	Code	B1	B2	B3	B4	B5	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	C 10	C 11	C 12	
	YEAR ONE																			
7	Physiology for Advanced Clinical Practice	ACP_7_009									x									
7	Advanced Clinical Assessment Skills	ACP_7_010	x	x				x	x	x	x						x			
7	Non Medical Prescribing or Enhancing Practice through Work Based Learning (Taught)	NMP_7_040 or WBL_7_001	x	x							x	x	x	x		x				
	YEAR TWO																			
7	Clinical Reasoning and Diagnostic Skills	ACP_7_011	x	x							x	x				x				
7	Leadership, Research and Education for Advanced Clinical Practice	ACP_7_007		x	x			x			x				x	x	x	x		
7	Professional Development for Advanced Clinical Practice	ACP_7_0008		x	x	x	x	x			x				x	x	x	x	x	x
7	Clinical Complexity in Advanced Practice	ACP_7_012/13/14	x	x		x	x	x	x	x	x	x				x	x	x	x	

Appendix A: Curriculum Map for MSc Advanced Clinical Practice (Adult) Apprenticeship – continued

Modules			Course outcomes							
Level	Title	Code	D1	D2	D3	D4	D5	D6	D7	D8
	YEAR ONE									
7	Physiology for Advanced Clinical Practice	ACP_7_009	x	x		x	x			
7	Advanced Clinical Assessment Skills	ACP_7_010	x	x	x	x	x	x		
7	Non Medical Prescribing or Enhancing Practice through Work Based Learning (Taught)	NMP_7_040 or WBL_7_001	x	x	x	x	x	x		
	YEAR TWO									
7	Clinical Reasoning and Diagnostic Skills	ACP_7_011	x	x	x	x	x	x		
7	Leadership, Research and Education for Advanced Clinical Practice	ACP_7_007	x	x	x	x	x	x		
7	Professional Development for Advanced Clinical Practice	ACP_7_0008	x	x	x	x	x			x
7	Clinical Complexity in Advanced Practice	ACP_7_012/13/14	x	x	x	x	x		x	x

Appendix B: Mapping of Degree Apprenticeship Standard Advanced Clinical Practitioner to modules within MSc Advanced Clinical Practice (Adult) Apprenticeship

Advanced clinical practice	Advanced Clinical Practice student Induction	Physiology for Advanced Clinical Practice	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Clinical reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Practice	Professional Development for Advanced Clinical Practice
Clinical									
Apprentice is able to:									
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	T		TDA	TDA	D	D	TDA	DA	TDA
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			TDA	TDA		TDA	D	TDA	
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			TDA	D		TDA		TDA	

Advanced clinical practice	Advanced Clinical Practice student Induction	Physiology for Advanced Clinical Practice	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Clinical reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Practice	Professional Development for Advanced Clinical Practice
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		TD	TDA	TDA		DA		TDA	
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			TD	TDA		TDA		TDA	TDA
1.6 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care			D	TDA	D	D	TD	TDA	D
1.7 Ensure safety of individuals and families through the appropriate management of risk	T		TDA	DA		D	TD	TDA	DA
1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate	T	TD	TDA	TDA	D	TDA	TDA	TDA	TDA

Advanced clinical practice	Advanced Clinical Practice student Induction	Physiology for Advanced Clinical Practice	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Clinical reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Practice	Professional Development for Advanced Clinical Practice
Apprentice will know and understand:									
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	T		TDA	TDA	D	D	TDA	DA	TDA
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			TDA	TDA		TDA	D	TDA	
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	T		TDA	D		TDA		TDA	

Advanced clinical practice	Advanced Clinical	Physiology for	Advanced Clinical	Non Medical Prescribing	Advanced Clinical	Clinical reasoning	Leadership, Research &	Clinical Complexity	Professional Development
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	Practice student Induction	Advanced Clinical Practice	Assessment Skills	or Enhancing Practice module	Practice Development days	and Diagnostic Skills	Education in Advanced Practice	in Advanced Practice	t for Advanced Clinical Practice
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		TD	TDA	TDA	TD	DA		TDA	
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			TD	TDA		TDA	TDA	TDA	TDA
1.6 Local and national policies, regulatory frameworks and guidelines for prescribing where appropriate; knowledge of pharmaco-therapeutics relative to your scope of practice				TDA		D	TD	TDA	D
1.7 Strategies to mitigate risk			TDA	DA		D	TD	TDA	DA
1.8 The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment	T	TD	TDA	TDA	D	TDA	TDA	TDA	TDA

Advanced clinical practice	Advanced Clinical Practice	Physiology for Advanced	Advanced Clinical Assess-	Non Medical Prescribing or	Advanced Clinical Practice	Clinical reasoning	Leadership, Research & Education in	Clinical Complexity in	Professional Development for Advanced
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	student Induction	Clinical Practice	ment Skills	Enhancing Practice module	Development days	and Diagnostic Skills	Advanced Practice	Advanced Practice	Clinical Practice
Education									
Apprentice is able to:									
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	T		T	TDA	TD	D	TDA	TDA	TDA
2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services	TDA	DA	TDA	TDA	DA	TDA	TD	TDA	TDA
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	T			D	TD		DA		TDA
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.	T				TD		TDA		TDA
Apprentice will know and understand:									
2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design					TD		TDA		TDA
2.2 Your role, responsibility and motivation to manage your own	T	T	DA	DA	TD	DA	TDA	TDA	TDA

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	T	T	D	D	TD	D	TDA	DA	TDA
2.4 The importance and impact of organisational culture in learning and development; techniques to influence organisational culture	T				TD		TDA		TDA
Advanced clinical practice	Advanced Clinical Practice student Induction	Physiology for Advanced Clinical Practice	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Clinical reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Practice	Professional Development for Advanced Clinical Practice
Clinical Leadership									
Apprentice is able to:									
3.1 Demonstrate the impact of advanced clinical practice within your scope practice and the wider community	TD		D		TD	D	TDA	DA	TDA
3.2 Use your advanced clinical expertise to provide consultancy across professional service boundaries; drive service development and influence clinical practices to enhance quality productivity and value	T				TD		TDA	TDA	TDA
3.3 Provide professional leadership and supervision in situations that are complex and unpredictable; instil confidence	T		D	D	D	D	TDA	D	TDA

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	TD		DA	DA	D	DA	TDA	DA	TDA
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	T				TD		TDA	D	TDA
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	TD		TD	TDA	D	D	TD	DA	TDA
3.7 Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others	TD		TD	DA	D		TDA	DA	TDA
Advanced clinical practice	Advanced Clinical Practice student Induction	Physiology for Advanced Clinical Practice	Advanced Clinical Assess- ment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Clinical reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Practice	Professional Development for Advanced Clinical Practice
Apprentice will know and understand:									
3.1 Methods and systems to measure impact of advanced clinical practice	T			D	TD		TDA	DA	TDA

3.2 The implications and applications of epidemiological, demographic, social, political and professional trends and developments appropriate to your clinical practice	T				D	D	TDA	DA	TDA
3.3 Theories, techniques and models of leadership and teamwork and how these can be applied across professional boundaries in health and social care					TD		TDA	D	TDA
3.4 The importance and impact of peer review and evaluation in advanced clinical practice	T		D	D	D	D	TDA	DA	TDA
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					TD		TDA		TDA
3.6 The range of legal, ethical, professional and organisational policies, procedures and codes of conduct that apply to your practice	TD		D	TDA	D	D	TDA	D	TDA
Advanced clinical practice	Advanced Clinical Practice student Induction	Physiology for Advanced Clinical Practice	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Clinical reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Practice	Professional Development for Advanced Clinical Practice
3.7 The range of evidence-based strategies to manage risk in clinical practice	T		DA	TDA	D	D	D	TDA	DA
Research									
Apprentice is able to:									
4.1 Engage in research activity; develop and apply evidence-	T	D	D	TDA	TD	TDA	TDA	TDA	TDA

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					TD		TDA	DA	TDA
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	T	D		D	TD		TDA	D	TDA
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	T			TDA	TD	D	TDA	TDA	TDA
Advanced clinical practice	Advanced Clinical Practice student Induction	Physiology for Advanced Clinical Practice	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Clinical reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Practice	Professional Development for Advanced Clinical Practice
4.5 Develop and implement robust governance systems and systematic documentation processes	T		TDA	TDA	D	D	TDA	TDA	TDA
4.6 Disseminate your work through appropriate media to further advanced clinical practices	T				TD		TDA		TDA

Apprentice will know and understand:									
4.1 National and international quality standards; the effect of policy on health and social care	T				TD		TDA	D	TDA
4.2 The range of valid and reliable evaluation and audit methods used in clinical practice	T				TD		TDA	DA	TDA
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	T				TD		TDA		TDA
Advanced clinical practice	Advanced Clinical Practice student Induction	Physiology for Advanced Clinical Practice	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Clinical reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Practice	Professional Development for Advanced Clinical Practice
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	T			TDA	TD		TDA	TDA	TDA

4.5 The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place	T		TDA	TDA		D	TD	TDA	TDA
4.6 The value of disseminating research to advance clinical practice, enhancing the quality, safety, productivity and value for money of health and care; how to select and use media appropriately to optimise research impact	T				TD		TDA		TDA

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7 (Masters)
1 Supporting the development and recognition of skills through the personal tutor system.	<ul style="list-style-type: none"> • Students will be introduced to the concept of a Personal Development Plan during the Induction sessions at the start of the course. • Students will be encouraged, via Course Guide and welcome from the Course Director, to make an appointment with the Module Leaders for pastoral/pathway support whenever needed during their studies.
2 Supporting the development and recognition of skills in academic modules.	<ul style="list-style-type: none"> • During the Induction, students will participate in a review of their preferred learning styles • Students will be given advice on exam technique for the “Physiology for Advanced Clinical Practice” module • The DDS screening tool will be used at the start of this module to support students in early identification of learning needs and where appropriate, they are directed to LSBU student support services for formal assessment. • Guidance on accurate referencing techniques will be provided during the Induction sessions, supported by Library resources and optional workshops. • Academic tutorials will be provided by the module leader to support students with exam preparation • Information on the marking criteria will be provided in the module guide • Students IT skills will be developed by provision of an introductory session to the library resources and subsequent use of search engines, data bases, on-line learning resources and remote access journal facilities within the Induction session • IT skills will be further developed using the Virtual Learning Environment (Moodle) which provides students with key information and supplementary material to support their learning. <ul style="list-style-type: none"> ▪ An introduction to studying and writing at master's level will take place in the Induction session ▪ Through the masters modules and assessments, students will develop their ability to utilise relevant theory and knowledge to understand and critically evaluate concepts • Academic tutorials will be provided by all module leaders to support students with developing written work/exam preparation and preparing for practical sessions. • Marking grids will be used by all markers for all assessments which will be published in each module guide at the start of the semester • Across the modules, written feedback will be given to students in formative assessments to provide specific guidance to assist further academic development • Summative assessment feedback will be provided which will highlight areas for improvement; facilitating students to develop

	<p>their ability to utilise relevant theory knowledge to understand and critically discuss concepts.</p> <ul style="list-style-type: none"> • Students will develop their critical appraisal skills through professional modules in relation to literature and research studies, and through clinical modules in relation to identification and application of high-quality evidence-based practice.
3 Supporting the development and recognition of skills through purpose designed modules.	<ul style="list-style-type: none"> • Across all of the modules, students will develop their ability to work in groups on both clinical and professional topics. • Practical skills eg. Clinical examination are demonstrated and students are encouraged to practice in the “Advanced Clinical Assessment Skills” module, Skills Workshop and OSCE Workshops with team supervision and support. • The ability to reflect on their practice and use problem-solving skills in familiar and unfamiliar situations is developed through the “Advanced Clinical Assessment Skills” module and continues throughout the clinical modules. • In addition, professionally focussed skills such as negotiation, assertiveness, debating, advocacy, leadership and marketing are developed in the module “Leadership, Research and Education for Advanced Clinical Practice” and “Professional Development for Advanced Clinical Practice” modules, to develop students’ ability within these areas. • Skills in portfolio building are developed during the practice-based learning activities and the final module “Clinical Complexity in Advanced Practice”
4 Supporting the development and recognition of skills through research projects and dissertations work.	<ul style="list-style-type: none"> • Students will develop and consolidate their ability and understanding of a broad range of research-based literature and research methods in the Induction sessions to support their academic writing. • All of the modules will develop students’ ability to critically appraise research to inform practice. • In the module “Leadership, Research and Education for Advanced Clinical Practice” students will review approaches to research and underpinning paradigms for a range of methodologies, they will develop a research question and conduct research appraisal. • In the “Professional Development for Advanced Clinical Practice” modules students will review quality improvement methodology and apply this in practice.
5 Supporting the development and recognition of career management skills.	<p>All students undertaking this course will be already employed, however they will develop:</p> <ul style="list-style-type: none"> • The ongoing ability to identify and prioritise their learning needs and plan appropriate strategies to successfully address these needs (supported by information on good practice in this area given at the Induction sessions, in the Practice Based Learning Handbook and during the Advanced Practice Mentor visit) <p>This will continue with students developing:</p> <ul style="list-style-type: none"> ▪ Skills in writing an action plan for developing a leadership role and/or a service development/innovation ▪ Skills in marketing their unique role ▪ Presentation skills ▪ Their ability to communicate a coherent argument in class discussions, debates and through assessments

	<ul style="list-style-type: none"> ▪ Their ability to synthesise information and concepts through class discussions, debates and through written assessments ▪ Their ability to write a CV and Job Description. ▪ Group-working within an action learning format ▪ In the module “Leadership, Research and Education for Advanced Clinical Practice” students will be required to undertake a formative exercise to evaluate their strengths/weaknesses in relation to their developing role, and the opportunities and threats that are presenting themselves. Feedback will be given from the module leader and a tutorial organised if required. ▪ In the module “Professional Development for Advanced Clinical Practice” students will produce a job plan
6 Supporting the development and recognition of career management skills through work placements or work experience.	<ul style="list-style-type: none"> • Students will have the opportunity to reflect on their progress within the Practice Based Learning Records • Students will receive formative feedback from their Practice Facilitators • Students will be encouraged to reflect on their role within their workplace, in the module “Professional Development for Advanced Clinical Practice” particularly with reference to managing organisational change and multi-agency working.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<ul style="list-style-type: none"> • At interview and during the Induction sessions, students are encouraged to join Professional networks and Forums to keep abreast of pertinent issues and developments. • At the Professional Development Day at the start of year 2 or 3 for continuing students, students will hear from past graduates regarding their experiences in service development, membership of commissioning boards and conducting research etc
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	<p>In addition to the areas listed above:</p> <ul style="list-style-type: none"> • Time management and self-organisation skills are discussed at the Induction sessions • Students work within health care settings which are multidisciplinary areas; this provides opportunities for learning from each other and to develop a better understanding of different roles, responsibilities and professional identities. • There will be opportunities for reflection throughout the course, allowing for students to develop skills and challenge attitudes and practice • Skills and attitudes which support continuing professional development will be encouraged and facilitated in the modules and action learning • Students will be encouraged to consider their future goals and aspirations through completion of a leadership /personal development action plan in the module “Professional Development for Advanced Clinical Practice”
9 Other approaches to personal development planning.	<ul style="list-style-type: none"> ▪ Students on this course are health professionals who are required to complete a Performance Development Review (Appraisal) with their employers in their clinical workplace on a yearly basis. This results in an individual PDP for the coming year.
10. The means by which self-reflection, evaluation and planned development	<ul style="list-style-type: none"> ▪ This will be supported in the practice area by completion of a clinical experience record, evidence of practice-based learning and a portfolio

is supported e.g electronic or paper- based learning log or diary.	
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Appendix D: Terminology

This section provides a selection of definitions relevant to this course.

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision

intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music

prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions