

Course Specification

A. Course Information																							
Final award title(s)	MSc Advanced Clinical Practice (Child)																						
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 (Child) PgDip Advanced Clinical Practice (Child)																						
UCAS Code		Course Code(s)	5535 - PT 5536 – Slow Track																				
	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	Stephen Whyte (Senior Lecturer/Paediatric Advanced Clinical Practitioner)																						
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <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>September</td> <td>September</td> </tr> <tr> <td>Part time</td> <td>3</td> <td>January</td> <td>January</td> </tr> <tr> <td>Part time slow- route</td> <td>4</td> <td>September</td> <td>September</td> </tr> <tr> <td>Part time slow-route</td> <td>4</td> <td>January</td> <td>January</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	3	September	September	Part time	3	January	January	Part time slow- route	4	September	September	Part time slow-route	4	January	January
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Part time	3	September	September																				
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Part time slow- route	4	September	September																				
Part time slow-route	4	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	October 2020																					
Professional, Statutory & Regulatory Body accreditation	Royal College of Nursing (RCN) Accreditation of advanced nursing practice educational programmes.																						

Reference points:	Internal	<p>Corporate Strategy 2015-2020</p> <p>Academic Quality and Enhancement Manual</p> <p>LSBU Academic Regulations</p> <p>LSBU Behavioural Framework</p> <p>School Strategy</p>
	External	<p>QAA Quality Code for Higher Education (2013)</p> <p>Framework for Higher Education Qualifications</p> <p>SEEC Level Descriptors 2016</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>Royal College of Nursing (RCN) standards for advanced level nursing practice, advanced nurse practitioners, RCN accreditation and RCN credentialing (2018)</p> <p>International Council of Nurses (ICN, 2008) Scope of practice, competencies and standards of the advanced practice nurse</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</p>

		<p>health, care and wellbeing 2016/7 – 2020/21 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>Academy for Healthcare Science (2018) Career Framework for Healthcare Scientists</p> <p>Royal College of Occupational Therapists (2017) The Career Development Framework: Guiding Principles for Occupational Therapy</p> <p>Society and College of Radiographers (2017) Education and Professional Development Strategy: New Directions – Advanced Practitioner</p> <p>Royal College of Paediatrics and Child Health (2018) Progress Curriculum</p> <p>RCN (2014) Specialist and advanced children’s and young people’s nursing practice in contemporary health care: guidance for nurses and commissioners</p>
B. Course Aims and Features		
Distinctive features of course	<p>The School 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. Initially this had an adult focus however, from 2004 this expanded with the introduction of the MSc/PgDip Children’s Advanced Nurse Practitioner course for registered children’s nurses working with infants, children and young people up to the age of 18. Graduates from this course have gone on to lead service innovation and gained promotion such as gaining consultant nurse posts. While employer testimony verifies the difference, they have made to</p>	

	<p>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 reflects in Advanced Practice frameworks from Scotland and Wales and the publication of the Health Education England “Multiprofessional framework for Advanced Clinical Practice in England” (2017).</p> <p>From 2016, LSBU has provided a multi-professional PgDip/MSc Advanced Clinical Practice curriculum focussing on adults, 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. Discussions regarding introduction of the Advanced Clinical Practitioner degree Apprenticeship at LSBU has provided an opportunity to build on this by reviewing and revising our paediatric provision to achieve a cohesive truly multi-professional approach for Advanced Clinical Practice education.</p> <p>The MSc Advanced Clinical Practice (Child) course is for registered nurses, allied health professionals, pharmacists, midwives and health visitors, who currently have at least 50% of their role working with infants, children and young people up to the age of 18.</p> <p>The MSc Advanced Clinical Practice (Child) course is offered as a 3 year version or 4 year version depending on the desired rate of progress for the individual student and their employer.</p> <p>It is designed to equip graduates working in the field of paediatrics: infants, children and young people up to the age of 18, with the knowledge, skills and behaviours commensurate with the HEE Advanced Clinical Practice framework. This comprises of four pillars with a range of capabilities specified under each:</p> <ul style="list-style-type: none"> • Clinical practice • Management/Leadership • Education and • Research. <p>The course aims and learning outcomes have been informed by this framework. In addition, mapping of the course modules to the capabilities has ensured that LSBU graduates will have completed a curriculum that has taught, developed and assessed their ability to demonstrate all aspects of this important national marker for advanced clinical practice.</p> <p>The MSc ACP (Child) course includes the option for students to study the 40 credit Paediatric Non Medical Prescribing course to become an Independent Prescriber to better meet patient’s needs</p>
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	<p>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 student will be able to take an alternative module “Enhancing Practice through Work Based Learning (Taught)” (20 credits, Level 7). This module allows students to investigate an area of their own choice, relevant to their field of professional practice. For this group, the focus will be the course outcomes on development of the knowledge and skills to make safe, appropriate, evidence-based prescribing decisions. The module is delivered in the form of a learning contract and is largely student 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.</p> <p>Across the course students will engage in critical reflection in regard to their behaviours to ensure that they treat people with dignity, respecting people’s diversity, beliefs, culture, needs, values, privacy and preferences; show respect and empathy for those they work 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 course is RCN Accredited. Their standards are currently the only quality marker for Advanced Practitioner preparation in England. While not all of the students 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).</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 • Some teaching is provided by experienced qualified paediatric 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
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	<ul style="list-style-type: none"> • Inter-professional and peer learning is promoted utilising the wide range of experience and variety of clinical roles and settings reflected within each cohort • A range of methods assess student learning, including clinical case analysis, a scenario-based exam, an essay, a portfolio and practical assessments including OSCEs (Objective Structured Clinical Examination). • Taught by a multi-disciplinary faculty of child health specialists. • Dedicated mental health teaching, taught by specialist practitioners. • Guided Practice Based Learning takes place in the student's own work place with verification through a series of Practice Based Learning Records • While this is predominantly a generic paediatric advanced clinical practice course, the opportunity is provided in the final module "Clinical Complexity in Advanced Practice (Infants, Children and Young people)" to choose the competencies that will be demonstrated within the clinical portfolio most relevant to their area of practice and service. • A Postgraduate Certificate Enhancing Clinical Practice (Child) and Postgraduate Diploma Advanced Clinical Practice (Child) awards are available as intermediate exit awards only. These are intended for students who have studied modules within the MSc ACP (Child) but have decided not to or are unable to continue their studies through to completion of the full MSc award. This decision may also be based on availability of funding. • In response to student and employer feedback and learning from similar course curriculum, a taught third year replaces the traditional 60 credit Dissertation. Students completing the PgDip award will have achieved the "threshold" standard set by HEE (2017) for the level of advanced clinical practice. However, this approach will enable students to build on this by extending the period of support for successful consolidation and further optimisation of the four pillars of advanced level of practice.
<p>Course Aims</p>	<p>The MSc Advanced Clinical Practice (Child) aims to:</p> <ul style="list-style-type: none"> • Equip students with knowledge, skills and behaviours to enable them to deliver safe, appropriate, effective, efficient and evidence-based healthcare for infants, children and young people up to the age of 18. • Develop the student's ability to apply knowledge and understanding systematically and creatively to complex issues within the field of advanced clinical practice. • Foster the student's potential for strategic leadership, particularly in relation to the continual enhancement of the quality of healthcare. • Facilitate the personal and professional development of each student such that they take responsibility for their own

	<p>learning and are able to demonstrate a reflective, enquiring, critical and innovative approach to practice.</p> <ul style="list-style-type: none"> • 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.
<p>Course Learning Outcomes</p>	<p>A Students 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 infants, children and young people up to the age of 18 presenting in a range of health care settings with acute and long-term problems</p> <p>A2 Anatomical and physiological principles related to child 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 (Child) 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 infants, children and young people up to the age of 18 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</p>

	<p>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 (Child) will have achieved A1-A12</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 Students 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 (Child) will have achieved B1</i></p> <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 in straightforward and complex situations</p> <p>B3 The ability to creatively and effectively apply leadership, research and education theory for the enhancement of practice in common and challenging situations.</p> <p><i>Students exiting with the PgDip Advanced Clinical Practice(Child) 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>
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C Students will acquire and develop practical skills such that they are able to:

C1 Establish therapeutic relationships with adult patients and colleagues through skilled and creative use of communication

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 infants, children and young people up to the age of 18 with common health problems, referring on appropriately when the problem exceeds their scope of practice and/or expertise

C3 Critically analyse patient assessment findings and clinical outcomes and act safely and appropriately

C4 Critically evaluate own clinical practice and seek further learning and development to develop proficiency to a higher level

Students exiting with the PgCert Enhancing Clinical Practice (Child) will have achieved C1-C4.

C5 Undertake skilled, competent, safe, evaluative, autonomous, reflective holistic consultations for infants, children and young people up to the age of 18 with common and complex health problems including referral where appropriate

C6 Review existing medication use and options and to prescribe safely, appropriately and cost-effectively within the parameters laid down in prescribing legislation

C7 Take a pro-active approach to working in partnership to support, educate and empower patients, parents / carers and families to use available services and participate in decisions concerning their care and influence the quality of future provision

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

C9 Collaboratively engage with others to plan and deliver interventions to meet the learning and development needs of own and others profession

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 level of complexity and act on the findings

	<p><i>Students exiting with the PgDip Advanced Clinical Practice (Child) 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 Students 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 (Child) will have achieved D1-D5.</i></p> <p>D6 Implement appropriate strategies for continuing professional and personal development and evaluate the impact</p> <p>D7 Produce a Portfolio of evidence that uses effective strategies such as cross-referencing to demonstrate analysis and synthesis</p> <p><i>Students exiting with the PgDip Advanced Clinical Practice (Child) will have achieved D1-D7.</i></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>A Curriculum Map of the course learning outcomes across the modules within MSc Advanced Clinical Practice (Child) award is provided in Appendix A</p>
C. Teaching and Learning Strategy	

The course will be taken on a part-time, one-day-a-week basis. Each module is worth 20 credits. Students will normally study between 40 – 60 credits per academic year depending on their desired rate of progression with an overall MSc ACP (Child) duration of 3 or 4 years up to a maximum timeframe of 5 years. There are two intakes to the course; September and January. All teaching for this course takes place on the Southwark Campus.

It will start with a two day Induction to orientate students to the university and the course. Continuing students will participate in a Professional Development day and at the start of subsequent academic years to 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 student participation and engagement including interactive lectures, clinical skills demonstration and supervised practice, small group activities, case-based discussions, workshops, practice simulations 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 forms part of the teaching hours allocated for each module. On our course 14 hours per module is devoted to this style of learning. A range of activities come under this heading 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 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. Students should undertake private study 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 a postgraduate programme developing healthcare professionals for a new level of practice and innovative way of working. The Advanced Clinical Practice course teaching team are all experienced Senior Lecturers. Some have worked as advanced practitioners and most continue to do so regularly. The Course Director oversees student progression from induction to final award. Students gain support from their module leaders and through lunchtime

meetings held each semester. Student feedback is collected at the end of each module and an annual Course Board has student representation as part of the quality assurance process.

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 student 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. Students must successfully complete and pass all of the modules on this pathway in order to be eligible for the final award. All the modules are all compulsory. They 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)].
2. No late submissions allowed for any coursework or practice based learning documents in line with School of Health and Social care policy.
3. In line with professional standards related to the currency of education, students will have up to 5 years to complete the MSc award.

F Entry Requirements

In order to be considered for entry to MSc ACP (Child) course applicants will be required to have the following:

PROFESSIONAL:

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

ACADEMIC QUALIFICATIONS:

- Evidence of a minimum of 90 undergraduate degree level health-care related credits

PRACTICE:

- The MSc Advanced Clinical Practice (Child) course is offered for registered nurses, allied health professionals, pharmacists, midwives and health visitors who currently have at least 50% of their role working with infants, children and young people up to the age of 18
- A minimum of 3 years post-registration experience on entry to the course
- Be 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. *This excludes students who are working in a locum or agency basis.
- Applicants must also be able to demonstrate employer support for all of the following (even where individuals are self-funding):
 - For the applicant to undertake this course at LSBU
 - Support for development of the applicant to an advanced level within the workplace while on the course, to enable evolution of the scope of practice and responsibilities
 - Willingness to release the student to enable them to dedicate the equivalent of 3 hours per week throughout the calendar year (in addition to the study day in university) as protected learning time to enable the student to work in a 'supernumerary capacity' to focus on their clinical/professional development evidenced by completion of the Practice Based Learning activity requirements and the Practice Based Learning records.
 - Able to support the student to organise for a Doctor/qualified Advanced Practitioner to act as their designated "Practice Facilitator" to initially 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 (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 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 students are selected who have the determination, professional attitudes and calibre that is needed for academic success and maximum impact in practice.

Students 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

A supportive reference from the student'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 students' 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 student's line manager and the Practice Facilitator.

Submission of a 1,000 word referenced essay, which critically analyses the opportunities for advanced clinical practice within their work setting

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 students are 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. 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 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 learning activity must have taken place less than 4 years prior to entry to the MSc Advanced Clinical Practice (Child) course. 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

The sequencing for the modules and overall award is provided below.

MSc Advanced Clinical Practice (Child) – **Part time [3 years]**

SEPTEMBER INTAKE

Year 1	INDUCTION Semester 1 (Sept – Jan)		Semester 2 (Jan – June)	
	Children’s Applied Clinical Physiology	20 Level 7 credits	(Feb – July) Non Medical Prescribing (Paediatric Only)	40 Level 7 credits
	Children’s Advanced Assessment Skills	20 Level 7 credits	OR Enhancing Practice through Work Based Learning (20 Level 7 credits) AND Option module (20 Level 7 credits)	Total 40 Level 7 credits
Summer work based learning (July – Sept)				
Year 2	PROFESSIONAL DEVELOPMENT DAY Semester 1 (Sept – Jan)		Semester 2 (Jan – June)	
	Children’s Clinical Reasoning and Diagnostic Skills	20 Level 7 credits	Leadership, Research and Education for Advanced Clinical Practice	20 Level 7 credits
Optional exit with Postgraduate Diploma Advanced Clinical Practice (Child) [120 credits Level 7]				
Year 3	PROFESSIONAL DEVELOPMENT DAY Semester 1 (Sept – Jan)		Semester 2 (Jan – June)	
	Professional Development for Advanced Clinical Practice	20 Level 7 credits	Clinical Complexity in Advanced Practice (Infants, Children and Young people)	20 Level 7 credits
	Option module (20 Level 7 credits)	20 Level 7 credits		
MSc Advanced Clinical Practice (Child) [180 credits Level 7]				

MSc Advanced Clinical Practice (Child) – **Part time [4 years]**

SEPTEMBER INTAKE

Year 1	INDUCTION Semester 1 (Sept – Jan)	

	Children's Applied Clinical Physiology	20 Level 7 credits		
	Semester 2 (Jan – June)			
	Children's Advanced Assessment Skills	20 Level 7 credits		
Year 2	PROFESSIONAL DEVELOPMENT DAY Semester 1 (Sept – Jan)			
	Children's Clinical Reasoning and Diagnostic Skills	20 Level 7 credits		
	Semester 2 (Feb – June)			
	Non Medical Prescribing (Paediatric Only)	40 Level 7 credits	OR Enhancing Practice through Work Based Learning (20 Level 7 credits) AND Option module (20 Level 7 credits)	Total 40 Level 7 credits
Summer work based learning (July – Sept)				
Year 3	PROFESSIONAL DEVELOPMENT DAY Semester 1 (Sept – Jan)			
	Leadership, Research and Education for Advanced Clinical Practice	20 Level 7 credits		
Optional exit with Postgraduate Diploma Advanced Clinical Practice (Child) [120 credits Level 7]				
	Semester 2 (Jan – June)			
	Optional Module	20 Level 7 credits		
Summer work based learning (July – Sept)				
Year 4	PROFESSIONAL DEVELOPMENT DAY Semester 1 (Sept – Jan)			
	Professional Development for Advanced Clinical Practice	20 Level 7 credits		
	Semester 2 (Jan – June)			
	Clinical Complexity in Advanced Practice (Infants, Children and Young people)	20 Level 7 credits		
MSc Advanced Clinical Practice (Child) [180 credits Level 7]				
MSc Advanced Clinical Practice (Child) – Part time [3 years]				
JANUARY INTAKE				
Year 1	INDUCTION			

Jan – Jan	Semester 2 (Jan – June)			
	Children’s Applied Clinical Physiology	20 Level 7 credits		
	Children’s Advanced Assessment Skills	20 Level 7 credits		
	Semester 1 (Sept – Jan)			
	Children’s Clinical Reasoning and Diagnostic Skills	20 Level 7 credits		
Year 2 Jan – Jan	Semester 2 (Feb – July)			
	(June – December) Non Medical Prescribing (Paediatric Only)	40 Level 7 credits	OR Enhancing Practice through Work Based Learning (20 Level 7 credits) AND Option module (20 Level 7 credits)	Total 40 Level 7 credits
Summer work based learning (July – Sept)				
	PROFESSIONAL DEVELOPMENT DAY			
	Semester 1 (Sept – Jan)			
Year 2 continued	Leadership, Research and Education for Advanced Clinical Practice	20 Level 7 credits		
Optional exit with Postgraduate Diploma Advanced Clinical Practice (Child) [120 credits Level 7]				
Year 3 Jan – Jan	Semester 2 (Jan – June)			
	Option module	20 Level 7 credits		
	Professional Development for Advanced Clinical Practice	20 Level 7 credits		
Summer work based learning (July – Sept)				
Year 3 continued	PROFESSIONAL DEVELOPMENT DAY			
	Semester 1 (Sept – Jan)			
	Clinical Complexity in Advanced Practice (Infants, Children and Young people)	20 Level 7 credits		
MSc Advanced Clinical Practice (Child) [180 credits Level 7]				

MSc Advanced Clinical Practice (Child) – Part time [4 years]

JANUARY INTAKE

Year 1 Jan – Jan	INDUCTION Semester 2 (Jan – June)			
	Children’s Applied Clinical Physiology	20 Level 7 credits		
	PROFESSIONAL DEVELOPMENT DAY Semester 1 (Sept – Jan)			
	Children’s Advanced Assessment Skills	20 Level 7 credits		
Year 2 Jan – Jan	Semester 2 (Jan – June)			
	(Feb – July) Non Medical Prescribing (Paediatric Only)	40 Level 7 credits	OR Enhancing Practice through Work Based Learning (20 Level 7 credits) AND Option module (20 Level 7 credits)	Total 40 Level 7 credits
	PROFESSIONAL DEVELOPMENT DAY Semester 1 (Sept – Jan)			
	(Sept – Dec) Children’s Clinical Reasoning and Diagnostic Skills	20 Level 7 credits		
Year 3 Jan – Jan	Semester 2 (Jan – June)			
	Leadership, Research and Education for Advanced Clinical Practice	20 Level 7 credits		
Optional exit with Postgraduate Diploma Advanced Clinical Practice (Child) [120 credits Level 7]				
Summer work based learning (July – Sept)				
Year 3 continued	PROFESSIONAL DEVELOPMENT DAY Semester 1 (Sept – Jan)			
	Option module	20 Level 7 credits		
Year 4 Jan – Jan	Semester 2 (Jan – June)			
	Professional Development for Advanced Clinical Practice	20 Level 7 credits		

Summer work based learning (July – Sept)				
Year 4 continued	PROFESSIONAL DEVELOPMENT DAY			
	Semester 1 (Sept – Jan)			
	Clinical Complexity in Advanced Practice (Infants, Children and Young people)	20 Level 7 credits		
MSc Advanced Clinical Practice (Child) [180 credits Level 7]				

Students can be awarded the Postgraduate Certificate Enhancing Clinical Practice (Child) when they have successfully completed the following three modules, totalling 60 at Level 7, with associated Practice Based Learning and are unable to continue through to successful completion of the Postgraduate Diploma.

1. Children’s Applied Clinical Physiology
2. Children’s Advanced Assessment Skills
3. Children’s Clinical Reasoning and Diagnostic Skills

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

There is also the option to exit with a Postgraduate Diploma Advanced Clinical Practice (Child) for students who have completed specified modules up to 120 credits who are either no longer able to continue or have only been funded to PgDip award and are unable to secure funding to complete the remaining credit to gain the full MSc award. Mapping to the Health Education England “Multiprofessional Framework for Advanced Clinical Practice in England” four pillars and associated capabilities has confirmed that all aspects will be have taught, developed and assessed by this point to validate use of the title Advanced Clinical Practice for this exit award.

Practice Based Learning

Students on this course do not undertake placements in the traditional sense. Rather learning takes place primarily within their work place. The term “Practice Based Learning” is used on this course, to describe any learning that takes place within the clinical setting. One of the key requirements for the course is that the practice experience provides learning opportunities that enable students to achieve the course learning outcomes (RCN, 2018). This is particularly important for preparation for a course of this nature; for any students, 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.

This can be formally planned, organized to meet specific learning needs and opportunistic. It encompasses individual activities through to formal teaching with mixed professional groups within the workplace. Focused practice based learning activities are specified for this course in a Practice Based Learning Handbook. These activities complement classroom learning and are intended to develop the student’s clinical and professional scope of practice to an advanced level.

In order to ensure this happens, aspects of learning in practice are purposively structured and assessed. To achieve this we require that every student spends the equivalent of a minimum of 3 hours per week working in a “supernumerary capacity” in order to focus specifically on their

clinical and professional development. This requirement extends beyond the University semesters to include the Christmas, Easter and summer periods.

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

Evidence of practice based learning (36 hours of direct supervision and 180 hours of indirect supervised clinical practice), review of specific competencies and feedback on progress, is used as one of the elements of assessment on the following modules:

- Children's Advanced Assessment Skills
- Children's Clinical Reasoning and Diagnostic Skills
- Clinical Complexity in Advanced Practice (Infants, Children and Young people)

The Paediatric Non-Medical Prescribing course has its own arrangements for recording practice based learning, including a verified log of clinical hours to account for a minimum of 78 hours for nurses, midwives, and AHP's and 90 hours for pharmacists. A minimum of one third must be under direct supervision of their Practice Assessor of 26 or 30 hours respectively.

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 student at interview. 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
	CORE MODULES				

ACP_7_015	Children's Applied Clinical Physiology	7	1 and 2	20	Exam
ACP_7_016	Children's Advanced Assessment Skills	7	1 and 2	20	Case Study OSCE PBL record
ACP_7_017	Children's 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_018	Clinical Complexity in Advanced Practice (Infants, Children and Young people)	7	1 and 2	20	Portfolio PBL record OSCE
ACP_7_008	Professional Development for Advanced Clinical Practice	7	2	20	Practice Development proposal
	OPTION MODULES				
WHN_7_015	Enhancing Practice through Work Based Learning (Taught)	7	2	20	4,000 word report
NMP_7_040	Paediatric Non-Medical Prescribing	7	2	40	CW1: Portfolio CW2: Case Study EX1: Drug calculation EX2: VIVA EX3: Pharmacology exam
	EXAMPLES OF OTHER POTENTIAL OPTION MODULES FOR STUDENTS TO CHOOSE:				
HCN_6_001 / HCN_7_001	Principles of care for children and young people in endocrinology	6 / 7	2	20	Competencies Presentation
HCN_6_007 / HCN_7_005	Caring for children and young people within a high dependency unit (GOSH franchise)	6 / 7	1 (x2) 2 (x2)	20	Exam Presentation
HCN_6_005 / HCN_7_003	Caring for children and young people with a cardiac condition (GOSH franchise)	6 / 7	2	20	Exam Presentation
HCN_6_006 / HCN_7_004	Caring for children and young people with a renal condition (GOSH franchise)	6 / 7	2	20	Exam Presentation
HCN_6_008 / HCN_7_006	Enhancing the health and wellbeing of children and young people (GOSH franchise)	6 / 7	TBC	20	VIVA

HCN_6_020 / HCN_7_020	Introduction to Childhood Cancer	6 / 7	2	20	Competencies Presentation
HCN_6_021 / HCN_7_013	Protecting and Safeguarding Children and Young People	6 / 7	2	20	Essay
HCN_6_022 / HCN_7_022	Principles of Children and Young People's Neuroscience Care – Acute Care	6 / 7	1	20	Competencies OSCE
HCN_6_023 / HCN_7_023	Principles of Children and Young People's Neuroscience Care – Long term management	6 / 7	TBC	20	Competencies Essay
HCN_6_024 / HCN_7_012	Principles of caring for a neonate, child or young person undergoing surgery	6 / 7	2	20	Clinical guideline Competencies Essay
HCN_6_025 / HCN_7_025	Principles of managing children's and young people's pain	6 / 7	1	20	Competencies Essay
HCN_6_026 / HCN_7_026	Continuing Care in Childhood Cancer	6 / 7	2	20	Essay
HCN_6_011 / HCN_7_009	Mental health awareness in children and young people	6 / 7	2	20	Presentation VIVA
HCN_6_013 / HCN_7_011	Principles of care for children and young people with Diabetes	6 / 7	2	20	Portfolio Essay

I. Timetable information

Students will be provided with a timetable and preparation material following successful application for the course. The course starts with a 2 day Induction. Students then attend 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. Paediatric Non Medical Prescribing assessment will take place in November / December. Students will be notified by their LSBU email account of any changes to the timetable and on the VLE (Moodle) site.

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 (Child) award
- Appendix B: Mapping of HEE Multi-professional framework for advanced clinical practice in England to PgDip/MSc Advanced Clinical Practice (Children's) award
- Appendix C: Personal Development Planning (postgraduate courses)
- Appendix D: Terminology

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

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
7	Children's Applied Clinical Physiology	ACP_7_015		x												
7	Children's Advanced Clinical Assessment Skills	ACP_7_016	x		x											
7	Paediatric Non Medical Prescribing or Enhancing Practice through Work Based Learning (Taught)	NMP_7_040 Or WHN_7_015	x		x	x	x									
7	Children's Clinical Reasoning and Diagnostic Skills	ACP_7_017	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_008						x	x	x	x	x	x	x	x	x
7	Clinical Complexity in Advanced Practice (Infants, Children and Young people)	ACP_7_018	x		x		x		x							x

Appendix A: Curriculum Map – 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
7	Children's Applied Clinical Physiology	ACP_7_015									x								
7	Children's Advanced Clinical Assessment Skills	ACP_7_016	x	x				x	x	x	x					x			
7	Paediatric Non Medical Prescribing or Enhancing Practice through Work Based Learning (Taught)	NMP_7_040 Or WHN_7_015	x	x							x	x				x			
7	Children's Clinical Reasoning and Diagnostic Skills	ACP_7_017	x	x							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_008		x	x	x	x	x			x			x	x	x	x	x	x
7	Clinical Complexity in Advanced Practice (Infants, Children and Young people)	ACP_7_018	x	x		x	x	x	x	x	x	x				x	x	x	x

Appendix A: Curriculum Map – continued

Modules			Course outcomes							
Level	Title	Code	D1	D2	D3	D4	D5	D6	D7	D8
7	Children's Applied Clinical Physiology	ACP_7_015	x	x		x	x			
7	Children's Advanced Clinical Assessment Skills	ACP_7_016	x	x	x	x	x	x	x	
7	Paediatric Non Medical Prescribing or Enhancing Practice through Work Based Learning (Taught)	NMP_7_040 Or WHN_7_015	x	x	x	x	x	x	x	
7	Children's Clinical Reasoning and Diagnostic Skills	ACP_7_017	x	x	x	x	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_008	x	x	x	x	x			x
7	Clinical Complexity in Advanced Practice (Infants, Children and Young people)	ACP_7_018	x	x	x	x	x		x	x

Appendix B: Mapping of HEE Multi-professional framework for advanced clinical practice in England to PgDip/MSc Advanced Clinical Practice (Children's) award

T=Taught D=Developed A=Assessed [within the module or specified activity]

Advanced clinical practice	Advanced Clinical Practice student Induction	Children's Applied Clinical Physiology	Children's Advanced Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Children's Clinical Reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Complexity in Advanced Practice (Infants, Children and Young people)	Professional Development for Advanced Clinical Practice
1. Clinical Practice									
1.1 Practise in compliance with their respective code of professional conduct and within their scope of practice, being responsible and accountable for their decisions, actions and omissions at this level of practice.	T	D	TDA	TDA	D	TDA	TDA	TDA	TDA
1.2 Demonstrate a critical understanding of their broadened level of responsibility and autonomy and the limits of own competence and professional scope of practice, including when working with complexity, risk, uncertainty and incomplete information.	T		TDA	TDA	D	TDA	TDA	TDA	TDA
1.3 Act on professional judgement about when to seek help, demonstrating critical reflection on own practice, self-	T	D	TDA	TDA	D	DA	TDA	TDA	TDA

awareness, emotional intelligence, and openness to change.									
1.4 Work in partnership with individuals, families and carers, using a range of assessment methods as appropriate (e.g. of history-taking; holistic assessment; identifying risk factors; mental health assessments; requesting, undertaking and/or interpreting diagnostic tests; and conducting health needs assessments).			TDA	TDA		TDA	D	TDA	
1.5 Demonstrate effective communication skills, supporting people in making decisions, planning care or seeking to make positive changes, using Health Education England's framework to promote person-centred approaches in health and care.	T		TDA	TDA		TDA	TDA	TDA	
1.6 Use expertise and decision-making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations, synthesising information from multiple sources to make appropriate, evidence-based judgements and/or diagnoses.			TD	TDA		TDA		TDA	TDA
1.7 Initiate, evaluate and modify a range of interventions which			D	TDA	D	D	TD	TDA	D

may include prescribing medicines, therapies, life style advice and care.									
1.8 Exercise professional judgement to manage risk appropriately, especially where there may be complex and unpredictable events and supporting teams to do likewise to ensure safety of individuals, families and carers.	T		TDA	DA		D	TD	TDA	DA
1.9 Work collaboratively with an appropriate range of multi-agency and inter-professional resources, developing, maintaining and evaluating links to manage risk and issues across organisations and settings.	T				D		TDA	DA	TDA
1.10 Act as a clinical role model/advocate for developing and delivering care that is responsive to changing requirements, informed by an understanding of local population health needs, agencies and networks.	T		D	D	D	D	TDA	TDA	TDA
1.11 Evidence the underpinning subject-specific competencies i.e. knowledge, skills and behaviours relevant to the role setting and scope, and demonstrate application of the capabilities to these, in an approach that is appropriate to	T		TDA	DA	D	DA	D	TDA	TDA

the individual role, setting and scope.									
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Advanced clinical practice	Advanced Clinical Practice student Induction	Children's Applied Clinical Physiology	Children's Advanced Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Children's Clinical Reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Complexity in Advanced Practice (Infants, Children and Young people)	Professional Development for Advanced Clinical Practice
2. Leadership and Management									
2.1 Pro-actively initiate and develop effective relationships, fostering clarity of roles within teams, to encourage productive working.	T		D	D	D	D	TDA	D	TDA
2.2 Role model the values of their organisation/place of work, demonstrating a person-centred approach to service delivery and development.	T		D	D	D	D	TDA	DA	TDA
2.3 Evaluate own practice, and participate in multi-disciplinary service and team evaluation, demonstrating the impact of advanced clinical practice on service function and effectiveness, and quality (i.e. outcomes of care, experience and safety).	T		D	DA	TD	D	TDA	DA	TDA
2.4 Actively engage in peer review to inform own and	TD	D	DA	DA	D	DA	TDA	DA	TDA

other's practice, formulating and implementing strategies to act on learning and make improvements.									
2.5 Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broadening sphere of influence.	T				TD		TDA	TDA	TDA
2.6 Actively seek feedback and involvement from individuals, families, carers, communities and colleagues in the co-production of service improvements.	T			DA	D		TDA	TDA	TDA
2.7 Critically apply advanced clinical expertise in appropriate facilitatory ways to provide consultancy across professional and service boundaries, influencing clinical practice to enhance quality, reduce unwarranted variation and promote the sharing and adoption of best practice.	T		D	D	TD	D	TDA	TDA	TDA
2.8 Demonstrate team leadership, resilience and determination, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others.	T		D	D	D	D	TDA	D	TDA
2.9 Continually develop practice in response to	T	TDA	DA	D	D	D	TDA	TDA	TDA

changing population health need, engaging in horizon scanning for future developments (e.g. impacts of genomics, new treatments and changing social challenges).									
2.10 Demonstrate receptiveness to challenge and preparedness to constructively challenge others, escalating concerns that affect individuals', families', carers', communities' and colleagues' safety and well-being when necessary	TD		TD	DA	D		TDA	DA	TDA
2.11 Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk and upholding safety.	T		TD	TDA	D	D	TD	TDA	TDA

Advanced clinical practice	Advanced Clinical Practice student Induction	Children's Applied Clinical Physiology	Children's Advanced Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Children's Clinical Reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Complexity in Advanced Practice (Infants, Children and Young people)	Professional Development for Advanced Clinical Practice
3. Education									
3.1 Critically assess and address own learning needs,	TDA	TDA	TDA	TDA	DA	TDA	TD	TDA	TDA

negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice.									
3.2 Engage in self-directed learning, critically reflecting to maximise clinical skills and knowledge, as well as own potential to lead and develop both care and services.	TD	TDA	TDA	TDA	DA	TDA	TDA	TDA	TDA
3.3 Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being.	T		TD	TDA	TD	TD	TDA	TDA	TDA
3.4 Advocate for and contribute to a culture of organisational learning to inspire future and existing staff.	T		D	D	TD	D	TDA	D	TDA
3.5 Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning.	T				D		TDA		TDA
3.6 Identify further developmental needs for the individual and the wider team	T	D	D	DA	D		TDA	D	TDA

and supporting them to address these.									
3.7 Supporting the wider team to build capacity and capability through work-based and interprofessional learning, and the application of learning to practice	T	D	D	D	D	D	TDA	D	TDA
3.8 Act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others.	T			D	TD	D	TDA	D	TDA

Advanced clinical practice	Advanced Clinical Practice student Induction	Children's Applied Clinical Physiology	Children's Advanced Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development days	Children's Clinical Reasoning and Diagnostic Skills	Leadership, Research & Education in Advanced Practice	Complexity in Advanced Practice (Infants, Children and Young people)	Professional Development for Advanced Clinical Practice
4. Research									
4.1 Critically engage in research activity, adhering to good research practice guidance, so that evidence-based strategies are developed and applied to enhance quality, safety, productivity and value for money.	T	D	DA	TDA	TD	TDA	TDA	TDA	TDA
4.2 Evaluate and audit own and others' clinical practice,	T			D	TD		TDA	DA	TDA

selecting and applying valid, reliable methods, then acting on the findings.									
4.3 Critically appraise and synthesise the outcome of relevant research, evaluation and audit, using the results to underpin own practice and to inform that of others.	T		D	TDA	TD	D	TDA	D	TDA
4.4 Take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way.	T		TDA	D	TD	TDA	TDA	TDA	TDA
4.5 Actively identify potential need for further research to strengthen evidence for best practice. This may involve acting as an educator, leader, innovator and contributor to research activity and/or seeking out and applying for research funding.	T	D	TD	D	TD	TDA	TDA	TDA	TDA
4.6 Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review.	T		TDA	TDA	D	D	TDA	TDA	TDA
4.7 Disseminate best practice research findings and quality improvement projects through appropriate media and fora	T				TD		TDA		TDA

(e.g. presentations and peer review research publications).									
4.8 Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers.	T		D	D	TD		TDA	D	TDA

Appendix C: Personal Development Planning (PDP)

This 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 “Children’s Applied Clinical Physiology” module and “Clinical Complexity in Advanced Practice (Infants, Children and Young people” 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 by the use of 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 masters 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.

	<ul style="list-style-type: none"> • 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 their ability to utilise relevant theory knowledge to understand and critically discuss concepts. • 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.
<p>3 Supporting the development and recognition of skills through purpose designed modules.</p>	<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 “Children’s Advanced Assessment Skills” module, 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 “Children’s Advanced Assessment Skills” module and continues throughout the clinical modules. • In addition professionally-focused 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 “Clinical Complexity in Advanced Practice (Infants, Children and Young people)”
<p>4 Supporting the development and recognition of skills through research projects and dissertations work.</p>	<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.

<p>5 Supporting the development and recognition of career management skills.</p>	<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 ▪ 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
<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>	<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.
<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<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
<p>8 Supporting the development of the skills and attitudes as a basis for continuing</p>	<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

<p>professional development.</p>	<p>learning from each other and to develop a better understanding of different roles, responsibilities and professional identities.</p> <ul style="list-style-type: none"> • 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”
<p>9 Other approaches to personal development planning.</p>	<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.
<p>10. The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.</p>	<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