

## Course Specification

A. Course Information															
<b>Final award title(s)</b>	MSc Advanced Clinical Practice (Mental Health) Apprenticeship														
<b>Intermediate exit award title(s)</b>	Students who are unable to progress through to successful completion of the full award will be considered for the following: PgCert Enhancing Clinical Practice (Mental Health) PgDip Advanced Clinical Practice (Mental Health)														
<b>UCAS Code</b>		<b>Course Code(s)</b>	5481 – 3YR 5639 – 2YR												
	London South Bank University														
<b>School</b>	<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														
<b>Division</b>	Advanced Clinical Practice & Non Medical Prescribing														
<b>Course Director</b>	Wendy York (Senior Lecturer)														
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: please specify														
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify														
<b>Length of course/start and finish dates</b>	<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>2</td> <td>January</td> <td>January</td> </tr> <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	2	January	January	Part time	3	January	January
Mode	Length years	Start - month	Finish - month												
Part time	2	January	January												
Part time	3	January	January												
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire No														
<b>Approval dates:</b>	Course(s) validated / Subject to validation	May 2019													
	Course specification last updated and signed off	September 2022													
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Royal College of Nursing (RCN) Accreditation of advanced nursing practice educational programmes.														
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 LSBU Academic Regulations LSBU Behavioural Framework School Strategy Academic Quality and Enhancement Website													

	External	<p>QAA Quality Code for Higher Education (2018)  Framework for Higher Education Qualifications</p> <p>SEEC Level Descriptors 2021</p> <p>OfS Guidance</p> <p>Subject Benchmark Statements: Health Studies (Honours) Degree (QAA, 2018) 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, 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 health, care and wellbeing 2016/7 – 2020/21</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>NHS England (2017) General Practice – Developing confidence, capability and capacity – A ten point action plan for General Practice Nursing</p> <p>Royal College of Occupational Therapists (2017) The Career Development Framework: Guiding Principles for Occupational Therapy</p> <p>NHS Confederation (2016) Five Year Forward View Mental Health</p>
<b>B. Course Aims and Features</b>		
<p><b>Distinctive features of course</b></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.</p> <p>The pioneering PgDip/MSc Advanced Nurse Practitioner Mental Health was the first specialist mental health route in the UK in advanced practice. It developed following consultation with external stakeholders in recognition of the impact that advanced clinical practice was having in physical healthcare. Within mental health services, contemporary practitioners need to extend their practice beyond traditional role boundaries, to meet with competing requirements of policy initiatives, rapid pace of technological and treatment advancements, alongside complex patient acuity. Clinical practitioners are expected to deliver consistent high levels of clinically effective, safe, high quality assured, cost efficient and person focused services against a backdrop of economic and workforce constraints. There is also increasing recognition of the need for parity of esteem between physical and mental health care (Mental Health Taskforce, 2015). This course was therefore developed to provide mental health advanced nurse practitioners who can innovate in complex workplace settings to deliver highly effective care provision for diverse and complex patient groups. The first cohort started in 2016.</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 “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</p>	

	<p>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 and mental health provision to achieve a cohesive truly multi-professional approach for Advanced Clinical Practice education.</p> <p>The MSc Advanced Clinical Practice (Mental Health) 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 clinical care independently, from beginning to end, providing care and treatment from the time an individual 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>The MSc Advanced Clinical Practice (Mental Health) Apprenticeship course is for registered nurses, allied health professionals, pharmacists, midwives and social workers who currently have at least 50% of their role working with people with mental health issues.</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 (Mental Health) Apprenticeship.</p> <p>The normal duration for the MSc Advanced Clinical Practice (Mental Health) Apprenticeship is 2 years for the on-programme learning on a part-time basis. This is followed by the ACP Apprenticeship: End Point Assessment.</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>
--	---

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.

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.

It is designed to equip Apprentices with the values, knowledge, skills and behaviours stipulated for the four pillars of:

1. Advanced clinical practice
2. Education
3. Clinical Leadership and
4. Research.

The course aims and learning outcomes have been informed by the standard. In addition, mapping of the course module's 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.

The course is also mapped to the HEE (2020) Advanced Practice Mental Health Curriculum and Capabilities Framework

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 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.

The MSc ACP (Mental Health) Apprenticeship includes the option for Apprentices to study the 40 credit Non Medical Prescribing module to become an Independent Prescriber to better meet patient's needs and enable 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.

For other healthcare professionals the Apprentice will be able to take an alternative module "Enhancing Practice through Work

	<p>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, life style 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.</p> <p>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>The course is RCN Accredited. Their standards are currently the only quality marker for Advanced Practitioner preparation in England. While not all of 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"> <li>• It has evolved from the first and currently still the only RCN accredited Advanced Nurse Practitioner programme in the UK specifically for mental health.</li> <li>• LSBU has been identified by Health Education England (HEE) as one of five ACP MH Early Adopter Sites in the country.</li> <li>• Design and sequencing of modules support advancement of clinical and professional knowledge and skills throughout the curriculum using a spiral curriculum approach</li> <li>• Teaching is provided by experts by experience; experienced qualified advanced nurse practitioners; mental health specialists; CBT therapists; systemic therapists; Consultant Nurses and other national experts in their fields; many of these work regularly in clinical practice</li> <li>• 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</li> <li>• Inter-professional and peer learning is promoted utilising the wide range of experience and variety of clinical roles and settings reflected within each cohort</li> <li>• 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) and a VIVA.</li> <li>• Guided Practice Based Learning is supported through a series of Practice Based Learning Records</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• This course is not age specific and looks at mental health issues across the life span in a bio psychosocial framework. This enables teaching, learning and practical assessment to occur holistically to optimise preparation of advanced clinical practitioners for the realities of patient care within a diverse range of clinical settings.</li> <li>• The School also has a People’s Academy, which brings together the service user and carer involvement in educational activity. The Department of Advanced and Integrated Practice has a user advisory group, from whom a range of ‘experts by experience’ continue to contribute to the departments activities, and have been included in the development of this course, and will be engaged in teaching activities where their skills and expertise is most suited. This approach to collaborative engagement will continue to be used throughout the ACP (Mental Health) course development and delivery.</li> </ul>
<p><b>Course Aims</b></p>	<p>The MSc Advanced Clinical Practice (Mental Health) Apprenticeship aims to:</p> <ul style="list-style-type: none"> <li>• Enable successful completion of the Advanced Clinical Practitioners Apprenticeship in accordance with the Institute of Apprenticeships (IoA) Advanced Clinical Practitioner (degree) Standard STP0564.</li> <li>• Equip Apprentices with knowledge skills and attributes to enable them to deliver safe, appropriate, effective, efficient, evidence based mental and physical health care to individuals, families, and within the wider community</li> <li>• Develop the Apprentice’s ability to apply knowledge and understanding within the field of advanced clinical practice (mental health) to complex issues both systematically and creatively</li> <li>• Foster the Apprentice’s potential for strategic resource management and transformational leadership, particularly in relation to the continual enhancement of the quality of healthcare, utilising and promoting a co-production approach to innovation and service development.</li> <li>• Facilitate the personal and professional development of each Apprentice, such that they take responsibility for their own learning and are able to demonstrate a reflective, enquiring, critical and innovative approach to practice.</li> <li>• Provide a contemporary approach to the education of ACPs in the specialist area of mental health, that is accredited by the RCN and meets the requirements of challenges being faced by the health and social care industry.</li> </ul>

<p><b>Course Learning Outcomes</b></p>	<p><b>A Apprentices will have knowledge and understanding of:</b></p> <p>A1 A comprehensive range of strategies to promote/improve and provide safe and effective evidence-based assessment for mental health consumers presenting in a range of health care settings with acute and long-term concerns.</p> <p>A2 Anatomical and physiological principles related to human 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 (Mental Health) 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 mental health consumers 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</p>
--	---



	<p>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 (Mental Health) 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>B Apprentices will develop their intellectual skills such that they are able to:</b></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 (Mental Health) 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</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 (Mental Health) 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><b>C Apprentices will acquire and develop practical skills such that they are able to:</b></p> <p>C1 Establish therapeutic relationships with mental health 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 on all mental health patients; this will also include history taking and physical examination skills for all systems of the body (for adult patients only with common physical 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 (Mental Health) will have achieved C1-C4.</i></p> <p>C5 Undertake skilled, competent, safe, evaluative, autonomous, reflective holistic consultations for mental health 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 where applicable.</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> <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 (Mental Health) 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><b>D Apprentices will acquire and develop transferrable skills such that they are able to:</b></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 (Mental Health) 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 (Mental Health) 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>
--	--

### **C. Teaching and Learning Strategy**

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.

It will start with a two day Induction to orientate the Apprentice to the university and the course. Apprentices will participate in a Professional Development day at the start of the subsequent academic year 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 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 and Associate Professors. They have all worked as mental health specialists/Nurse Consultants/therapists/senior leaders 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, VIVA VOCE, 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 of 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 the MSc Advanced Clinical Practice (Mental Health) 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 or 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:**

- The MSc Advanced Clinical Practice (Mental Health) course is for registered nurses, allied health professionals, pharmacists, midwives and social workers who currently have at least 50% of their role working with people with mental health issues.
- 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.
- Applicants must also be able to demonstrate employer support for all of 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 Psychiatrist/qualified Advanced Practitioner/Nurse Consultant 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

This course is only offered on a part-time basis. The sequencing for the modules and overall award follows. There are two intakes in September and January. The timetable accounts for the Apprentice holiday allowance.

#### MSc Advanced Clinical Practice (Mental Health) Apprenticeship

##### JANUARY INTAKE

<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 1 JAN - 1PS02 With NMP</b>			<b>Expected Credits: 80</b>
Module Code	Description	Core / Optional	Credits
WHM_7_061	Physical Health Needs in Mental Health Care	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

<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 2 JAN - 2PS02 With NMP</b>			<b>Expected Credits: 80</b>
Module Code	Description	Core / Optional	Credits
ACP_7_019	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	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_020	Clinical Complexity in Advanced Mental Health Practice	Core	20
ACP_7_GW2	Gateway Preparation	Core	0

<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 3 JAN - 3PS02 With NMP</b>			<b>Expected Credits: 20</b>
Module Code	Description	Core / Optional	Credits
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW3	Gateway Preparation	Core	0



<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 1 JAN – APL 20 Credit ACP Modules – 1PS03</b>			<b>Expected Credits: 80</b>
Module Code	Description	Core / Optional	Credits
ACP_7_010	Advanced Clinical Assessment Skills	APL	20
WHM_7_061	Physical Health Needs in Mental Health Care	Core	20
NMP_7_040	Prescribing for Clinical Practice	Core	40
ACP_7_GW1	Gateway Preparation	Core	0

<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 2 JAN – APL 20 credit ACP Modules Only - 2PS03</b>			<b>Expected Credits: 80</b>
Module Code	Description	Core / Optional	Credits
ACP_7_019	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	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_020	Clinical Complexity in Advanced Mental Health Practice	Core	20
ACP_7_GW2	Gateway Preparation	Core	0

<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 3 JAN - APL 20 credit ACP Modules Only - 3PS03</b>			<b>Expected Credits: 20</b>
Module Code	Description	Core / Optional	Credits
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW3	Gateway Preparation	Core	0

<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 1 JAN – Non NMP - 1PS06</b>			<b>Expected Credits: 80</b>
Module Code	Description	Core / Optional	Credits
ACP_7_010	Advanced Clinical Assessment Skills	Core	20
WHM_7_061	Physical Health Needs in Mental Health Care	Core	20
WBL_7_001	Enhancing Practice through Work Based Learning	Core	20
Optional Module			20
ACP_7_GW1	Gateway Preparation	Core	0
<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 2 JAN – Non NMP - 2PS06</b>			<b>Expected Credits: 80</b>
Module Code	Description	Core / Optional	Credits
ACP_7_019	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	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_020	Clinical Complexity in Advanced Mental Health Practice	Core	20
ACP_7_GW2	Gateway Preparation	Core	0
<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 3 JAN - Non NMP - 3PS06</b>			<b>Expected Credits: 20</b>
Module Code	Description	Core / Optional	Credits
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW3	Gateway Preparation	Core	0

<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 1 JAN – Non NMP APL 20 Credit ACP Credits - 1PS07</b>			<b>Expected Credits: 80</b>
Module Code	Description	Core / Optional	Credits
ACP_7_010	Advanced Clinical Assessment Skills	APL	20
WHM_7_061	Physical Health Needs in Mental Health Care	Core	20
WBL_7_001	Enhancing Practice through Work Based Learning	Core	20
ACP_7_GW1	Gateway Preparation	Core	0
Optional Module			20
<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 2 JAN – Non NMP APL 20 Credit ACP Credits - 2PS07</b>			<b>Expected Credits: 80</b>
Module Code	Description	Core / Optional	Credits
ACP_7_019	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	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_020	Clinical Complexity in Advanced Mental Health Practice	Core	20
ACP_7_GW2	Gateway Preparation	Core	0
<b>5481 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) – 3 Year</b>			
<b>Year 3 JAN - Non NMP APL 20 Credit ACP Credits - 3PS07</b>			<b>Expected Credits: 20</b>
Module Code	Description	Core / Optional	Credits

ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW3	Gateway Preparation	Core	0

**5639 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) - 2 years**

**Year 1 JAN – APL NMP Module Only - 1PS03**

**Expected Credits: 120**

Module Code	Description	Core / Optional	Credits
WHM_7_061	Physical Health Needs in Mental Health Care	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_019	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	Core	20
ACP_7_007	Leadership, Research and Education for Advanced Clinical Practice	Core	20
ACP_7_GW1	Gateway Preparation	Core	0

**5639 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) - 2 years**

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

**Expected Credits: 60**

Module Code	Description	Core / Optional	Credits
ACP_7_008	Professional Development for Advanced Clinical Practice	Core	20
ACP_7_020	Clinical Complexity in Advanced Mental Health Practice	Core	20
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW2	Gateway Preparation	Core	0

<b>5639 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) - 2 years</b>			
<b>Year 1 JAN – APL 20 ACP module AND NMP - 1PS04</b>			<b>Expected Credits: 120</b>
Module Code	Description	Core / Optional	Credits
WHM 7 061	Physical Health Needs in Mental Health Care	Core	20
ACP 7 010	Advanced Clinical Assessment Skills	APL	20
NMP 7 040	Prescribing for Clinical Practice	APL	40
ACP_7_019	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	Core	20
ACP 7 007	Leadership, Research and Education for Advanced Clinical Practice	Core	20
ACP_7_GW1	Gateway Preparation	Core	0

  

<b>5639 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) - 2 years</b>			
<b>Year 2 JAN APL 20 ACP module AND NMP - 2PS04</b>			<b>Expected Credits: 60</b>
Module Code	Description	Core / Optional	Credits
ACP 7 008	Professional Development for Advanced Clinical Practice	Core	20
ACP 7 020	Clinical Complexity in Advanced Mental Health Practice	Core	20
ACP 7 022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW2	Gateway Preparation	Core	0

  

<b>5639 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) - 2 years</b>			
<b>Year 1 JAN – APL 40 Credit ACP Modules - 1PS05</b>			<b>Expected Credits: 120</b>
Module Code	Description	Core / Optional	Credits
WHM 7 061	Physical Health Needs in Mental Health Care	APL	20
ACP 7 010	Advanced Clinical Assessment Skills	APL	20
NMP 7 040	Prescribing for Clinical Practice	Core	40
ACP_7_019	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	Core	20
ACP 7 007	Leadership, Research and Education for Advanced Clinical Practice	Core	20
ACP_7_GW1	Gateway Preparation	Core	0

  

<b>5639 MSc Advanced Clinical Practice (Mental Health) (Apprenticeship) - 2 years</b>			<b>Expected Credits: 60</b>
<b>Year 2 JAN – APL 40 credit ACP Modules Only - 2PS05</b>			
<b>Year 2 JAN</b>			

Module Code	Description	Core / Optional	Credits
ACP_7_008	Professional Development for Advanced Clinical Practice	Core	20
ACP_7_020	Clinical Complexity in Advanced Mental Health Practice	Core	20
ACP_7_022	ACP Apprenticeship: End Point Assessment module	Core	20
ACP_7_GW2	Gateway Preparation	Core	0

A Postgraduate Certificate Enhancing Clinical Practice (Mental Health) and Postgraduate Diploma Advanced Clinical Practice (Mental Health) awards are available as an exit awards only.

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. Physical Health Needs in Mental Health Care
2. Advanced Clinical Assessment Skills
3. Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice

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

The Postgraduate Diploma Advanced Clinical Practice (Mental Health) 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 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 assessment across the life span 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:

- I. Advanced Clinical Assessment Skills
- II. Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice
- III. Clinical Complexity in Advanced Mental Health Practice

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

The Practice Facilitator must be either a:

- A qualified Psychiatrist (Registrar Level) or
- 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
- **A Nurse Consultant or other Consultant. Their background/experience must be in psychiatry/mental health**

For all, 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
WHM_7_061	Physical Health Needs in Mental Health Care	7	1 and 2	20	4000 word Essay
ACP_7_010	Advanced Clinical Assessment Skills	7	1 and 2	20	Case study OSCE PBL record
ACP_7_019	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	7	1 and 2	20	Case Study OSCE PBL record



ACP_7_007	Leadership, Research and Education for Advanced Clinical Practice	7	1 and 2	20	Portfolio
ACP_7_020	Clinical Complexity in Advanced Mental Health Practice	7	1 and 2	20	VIVA Portfolio PBL record
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
	<b>OPTIONS</b>				
NMP_7_040 NMP_6_040	Non Medical Prescribing	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	7	2	20	4,000 word written report
	<b>EXAMPLES OF OTHER OPTIONAL VALIDATED MODULES</b>				
PMH_7_001	Principles of Perinatal Mental Health	7	1 & 2	20	4000 word Clinical Paper
HMH_7_002	Contemporary Issues in Autism	7	2	20	4000 word written assignment
WHM_7_035	Best Practice in Dementia Care	7	2	20	4000 word case study

HMH_7_006	Introduction to Mindfulness Based Approaches	7	1	20	4000 word critical reflection
HMH_7_004	Co-Production and citizen led service transformation	7		20	Evaluation of a co-production project 4000 words
<b>I. Timetable information</b>					
<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>					
<b>J. Costs and financial support</b>					
<b>Course related costs</b>					
No specific costs					

### List of Appendices

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

**Appendix A: Curriculum Map for Advanced Clinical Practice (Mental Health 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
7	Physical Health Needs for Mental Health Care	WHM_7_061		x												
7	Advanced Clinical Assessment Skills	ACP_7_010	x		x											
7	Non Medical Prescribing or Enhancing Practice through Work Based Learning module	NMP_7_040 Or WBL_7_001	x		x	x	x									
7	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	ACP_7_019	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



**Appendix A: Curriculum Map – continued**

Modules			Course outcomes																	
Level	Title	Code	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	
7	Physical Health Needs for Mental Health Care	WHM_7_061									x									
7	Advanced Clinical Assessment Skills	ACP_7_010	x	x				x	x	x	x					x				
7	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	ACP_7_019	x	x							x	x				x				
7	Non Medical Prescribing or Enhancing Practice through Work Based Learning module	NMP_7_040 Or WBL_7_001	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 Mental Health Practice	ACP_7_020	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	Physical Health Needs for Mental Health Care	WHM_7_061	x	x		x	x			
7	Advanced Clinical Assessment Skills	ACP_7_010	x	x	x	x	x	x		
7	Clinical Reasoning and Advanced Assessment Skills for Mental Health Practice	ACP_7_019	x	x	x	x	x	x		
7	Non Medical Prescribing or Enhancing Practice through Work Based Learning module	NMP_7_040 Or WBL_7_001	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_008	x	x	x	x	x			x
7	Clinical Complexity in Advanced Mental Health Practice	ACP_7_020	x	x	x	x	x		x	x





**Appendix B: Mapping of Degree Apprenticeship Standard Advanced Clinical Practitioner to  
MSc Advanced Clinical Practice (Mental Health) award**

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

<b>Advanced clinical practice</b>	Advanced Clinical Practice student Induction	Physical Health Needs in Mental Health Care	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development day	Clinical reasoning and Advanced Assessment skills in Mental Health Practice	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Mental Health Practice	Professional Development for Advanced Clinical Practice
<b>Clinical</b>									
<b>Apprentice is able to:</b>									
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	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		TDA	TDA	TDA		TDA	D	TDA	

diagnostic tests or conducting health and care needs assessments									
1.3 Use multi-agency and inter-professional resources, critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act on potential diagnoses		TDA	TDA	D		TDA		TDA	
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		TDA	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	TDA	TDA	TDA	D	TDA	TDA	TDA	TDA
<b>Advanced clinical practice</b>	Advanced Clinical Practice student Induction	Physical Health Needs in Mental Health Care	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development day	Clinical reasoning and Advanced Assessment skills in Mental Health Practice	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Mental Health Practice	Professional Development for Advanced Clinical Practice
<b>Apprentice will know and understand:</b>									
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	
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			TD	TDA		TDA	TDA	TDA	TDA

evaluate interventions and how to use the outcomes to instigate service development									
1.6 Local and national policies, regulatory frameworks and guidelines for prescribing where appropriate; knowledge of pharmaco-therapeutics relative to your scope of practice				TDA		D	TD	TDA	DA
1.7 Strategies to mitigate risk			TDA	DA		D	TD	DA	TDA
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

<b>Advanced clinical practice</b>	Advanced Clinical Practice student Induction	Physical Health Needs in Mental Health Care	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development day	Clinical reasoning and Advanced Assessment skills in Mental Health Practice	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Mental Health Practice	Professional Development for Advanced Clinical Practice
<b>Education</b>									
<b>Apprentice is able to:</b>									
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	TD	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	D	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		D	TD		DA		TDA
2.4 Advocate and contribute to the development of an organisational culture that supports life-long	T				TD		TDA		TDA

learning and development, evidence-based practice and succession planning.									
<b>Apprentice will know and understand:</b>									
2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design		TD			TD		TDA		TDA
2.2 Your role, responsibility and motivation to manage your own learning; the range of tools and techniques that can be used to direct own learning, set goals and evaluate learning	T	T	DA	DA	TD	DA	TDA	TDA	TDA
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

<b>Advanced clinical practice</b>	Advanced Clinical Practice student Induction	Physical Health Needs in Mental Health Care	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development day	Clinical reasoning and Advanced Assessment skills in Mental Health Practice	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Mental Health Practice	Professional Development for Advanced Clinical Practice
<b>Clinical Leadership</b>									
<b>Apprentice is able to:</b>									
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 and clinical credibility in others; work across	T		D	D	D	D	TDA	D	TDA



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	D	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	TDA	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

<b>Apprentice will know and understand:</b>									
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	TD	TDA	D	TDA	D	D	TDA	D	TDA

policies, procedures and codes of conduct that apply to your practice									
3.7 The range of evidence-based strategies to manage risk in clinical practice	T		DA	TDA	D		D	TDA	DA
<b>Advanced clinical practice</b>	Advanced Clinical Practice student Induction	Physical Health Needs in Mental Health Care	Advanced Clinical Assessment Skills	Non Medical Prescribing or Enhancing Practice module	Advanced Clinical Practice Development day	Clinical reasoning and Advanced Assessment skills in Mental Health Practice	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Mental Health Practice	Professional Development for Advanced Clinical Practice
<b>Research</b>									
<b>Apprentice is able to:</b>									
4.1 Engage in research activity; develop and apply evidence-based strategies that are evaluated to enhance the quality, safety, productivity and value for money of health and care	T	TDA	D	TDA	TD	TDA	TDA	TDA	TDA
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	T			D	TD		TDA	D	TDA

evidence base; support others to develop their research capability									
4.4 Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within your own and others' practice; act as a bridge between clinical and research practice; promote the use of evidence-based standards, policies and clinical guidelines	T	TDA		TDA	TD	D	TDA	TDA	TDA
4.5 Develop and implement robust governance systems and systematic documentation processes	T		TDA	TDA	D	D	TD	TDA	TDA
4.6 Disseminate your work through appropriate media to further advanced clinical practices	T				TD		TDA		TDA
<b>Apprentice will know and understand:</b>									
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
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	T				TD		TDA		TDA

select and use media appropriately to optimise research impact									
--	--	--	--	--	--	--	--	--	--

**Mapping of Mental Health Curriculum and Capabilities to ACP MH Modules**

T = Taught D = Developed A = Assessed

Capabilities in Practice	Physical Health Needs in Mental Health Practice	Advanced Clinical Assessment Skills	Non-medical Prescribing	Advanced Clinical Practice day	Clinical Reasoning and Advanced Assessment Skills in Mental Health Practice	Leadership, Research & Education in Advanced Practice	Clinical Complexity in Advanced Mental Health Practice	Professional Development for Advanced Clinical Practice
<b>Domain A: Person Centred Therapeutic Alliance</b>								
<b>A1 Demonstrate Advanced level Communication</b>								
<b>1.1</b> Critically appraise and apply the evidence base around therapeutic factors that influence engagement, empowerment and recovery	<b>T D</b>		<b>TDA</b>		<b>TDA</b>		<b>TDA</b>	
<b>1.2</b> Use appropriate verbal and non-verbal empathic communication that respects the person, addresses any adaptation needs, barriers and inequalities, ensures partnership and shared decision making, and is collaborative, non-discriminatory and non-judgemental	<b>T D</b>	<b>D</b>	<b>D</b>		<b>TDA</b>	<b>D</b>	<b>TDA</b>	
<b>1.3</b> Demonstrate expertise in establishing and maintaining a	<b>TD</b>	<b>D</b>	<b>TDA</b>		<b>TDA</b>		<b>TDA</b>	

therapeutic relationship in the presence of sensitive information, uncertainly, complexity, conflict and distress								
<b>1.4</b> Clearly communicate synthesised, complex information	<b>TDA</b>	<b>D</b>	<b>D</b>		<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>
<b>A2 Manage their work and responses to the work</b>								
<b>1.5</b> Demonstrate a critical awareness and deep understanding of therapeutic boundaries, and apply self-awareness to attend to own reactions within relationships	<b>TD</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>TDA</b>	<b>D</b>	<b>TDA</b>	
<b>1.6</b> Reflect on, explore and address complex ethical/moral dilemmas within practice	<b>TDA</b>		<b>TDA</b>		<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>
<b>1.7</b> Proactively engage in appropriate supervision commensurate with scope of practice	<b>TD</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	
<b>A3 Facilitate co-production</b>								
<b>1.8</b> Demonstrate critical understanding of how professional values and perspectives, and those of the person involved in co-production, may differ, and the influence this may have on engagement, assessment, treatment and management	<b>TDA</b>	<b>D</b>	<b>TDA</b>		<b>TDA</b>	<b>D</b>	<b>TDA</b>	<b>D</b>
<b>1.9</b> Act with inclusivity, initiative and creativity to incorporate strength-based principles to meet identified need	<b>TDA</b>		<b>D</b>		<b>TDA</b>	<b>D</b>	<b>TDA</b>	
<b>1.10</b> Exemplify an attitude of hope, optimism and partnership	<b>TDA</b>		<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>1.11</b> Critically apply knowledge of the wider determinants of health in order to create physical, social and attitudinal environments that promote health and wellbeing	<b>TDA</b>	<b>D</b>	<b>D</b>		<b>TDA</b>	<b>TD</b>	<b>TDA</b>	<b>D</b>

<b>A4 Display professional accountability</b>								
<b>1.12</b> Practice 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 advanced level of practice	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	
<b>1.13</b> Demonstrate a critical understanding of their broadened level of critical decision making, accountability, responsibility and autonomy, and the limits of their own competence and professional scope of practice, including when working with conflict, complexity, risk, uncertainty and incomplete information	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>
<b>1.14</b> Act on professional judgement about when to seek help, demonstrating critical reflection on their own practice, self-awareness, emotional intelligence, and openness to change	<b>TD</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>
<b>A5 Advocate for potentially vulnerable people and groups</b>								
<b>1.15</b> Demonstrate critical understanding of the impact of population health and wellbeing, and take appropriate steps to address inequalities and vulnerabilities	<b>TDA</b>	<b>D</b>	<b>TDA</b>		<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>DA</b>
<b>1.16</b> Demonstrate critical awareness of the potential for stigmatisation and the possible impact on co-production, intervention and motivation	<b>TD</b>		<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>1.17</b> Promote and demonstrate action in support of marginalised, under-	<b>TDA</b>		<b>TDA</b>		<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>



represented and disadvantaged people and groups								
1.18 Demonstrate critical understanding of the multiple perspectives within a situation and ensure that needs of carers, of all ages, and family members, are appropriately assessed, explored and addressed	<b>D</b>	<b>D</b>	<b>D</b>		<b>TDA</b>	<b>D</b>	<b>TDA</b>	<b>D</b>
<b>Capabilities in Practice</b>	<b>Physical Health Needs in Mental Health Practice</b>	<b>Advanced Clinical Assessment Skills</b>	<b>Non-medical Prescribing</b>	<b>Advanced Clinical Practice day</b>	<b>Clinical Reasoning and Advanced Assessment Skills in Mental Health Practice</b>	<b>Leadership, Research &amp; Education in Advanced Practice</b>	<b>Clinical Complexity in Advanced Mental Health Practice</b>	<b>Professional Development for Advanced Clinical Practice</b>
<b>Domain B: Assessment and Investigations</b>								
<b>B1 Demonstrate Clinical Expertise</b>								
2.1 Demonstrate a deep and critical understanding of psychological, biological and social theories of mental health and ill health across the lifespan	<b>TDA</b>	<b>TDA</b>	<b>D</b>		<b>TDA</b>		<b>TDA</b>	
2.2 Demonstrate advanced knowledge and understanding of mental health-related presentations	<b>TDA</b>	<b>D</b>			<b>TDA</b>		<b>TDA</b>	
2.3 Demonstrate critical understanding of the complex interplay between psychological,	<b>TDA</b>	<b>D</b>	<b>D</b>		<b>TDA</b>		<b>TDA</b>	

biological and social factors that affect health, activity and wellness								
<b>2.4</b> Demonstrate knowledge and application of local, statutory and legal obligations related to the care and treatment of those with mental ill health	<b>TDA</b>		<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>2.5</b> Demonstrate and apply understanding of a wide range of validated assessment and interventional theories related to scope of practice	<b>TDA</b>				<b>TDA</b>		<b>TDA</b>	
<b>2.6</b> Maintain and critically appraise clinically effective, digital technology-enabled intervention opportunities	<b>TD</b>				<b>TD</b>		<b>TDA</b>	
<b>B2 Undertake appropriate assessment and investigation</b>								
<b>2.7</b> Critically apply advanced knowledge of mental health and illness	<b>TDA</b>	<b>DA</b>	<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>2.8</b> Exhibit professional curiosity in undertaking and articulating comprehensive, person-centred history taking and assessment, with a focus on psychological, biological and social perspectives, in line with agreed scope of practice	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>		<b>TDA</b>		<b>TDA</b>	
<b>2.9</b> Critically assess and determine a person's capacity to make choices and decisions	<b>D</b>		<b>TDA</b>		<b>TDA</b>		<b>TDA</b>	
<b>2.10</b> Effectively explore, assimilate and synthesise information from various other appropriate sources	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>		<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>
<b>2.11</b> Critically assess and appraise complex, incomplete, ambiguous and conflicting information, distilling and synthesising key factors from the	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>		<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>

appraisal, and identify those elements that may need to be pursued further								
<b>2.12</b> Articulate comprehensive history, mental state examination, physical assessment, and overall formulation, verbally and in written form	<b>TD</b>	<b>TDA</b>	<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>2.13</b> Identify and lead response, in a timely manner, to the deteriorating condition and presentation of the person in the presence of acuity and/or mental health/physiological deterioration	<b>TD</b>	<b>D</b>	<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>2.14</b> Effectively assess, exclude, recognise and address physical health issues within the scope of practice, referring, as required, for more specialist assessment and intervention	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>		<b>TDA</b>		<b>TDA</b>	
<b>Capabilities in Practice</b>	<b>Physical Health Needs in Mental Health Practice</b>	<b>Advanced Clinical Assessment Skills</b>	<b>Non-medical Prescribing</b>	<b>Advanced Clinical Practice day</b>	<b>Clinical Reasoning and Advanced Assessment Skills in Mental Health Practice</b>	<b>Leadership, Research &amp; Education in Advanced Practice</b>	<b>Clinical Complexity in Advanced Mental Health Practice</b>	<b>Professional Development for Advanced Clinical Practice</b>

<b>Domain c: Formulation</b>								
<b>C: Construct formulations of patients' problems</b>								
<b>3.1</b> 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	<b>TD</b>	<b>TDA</b>	<b>D</b>	<b>D</b>	<b>TDA</b>		<b>TDA</b>	
<b>3.2</b> Develop differential judgements, recognising key biases and common errors, including diagnostic overshadowing and the issues relating to diagnosis in the face of ambiguity and incomplete data	<b>TD</b>	<b>D</b>	<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>3.3</b> Exercise critical curiosity in applying comprehensive psychological, biological and social formulation	<b>TD</b>		<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>3.4</b> Critically select and utilise current, internationally recognised classification criteria where appropriate	<b>TDA</b>		<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>Capabilities in Practice</b>	<b>Physical Health Needs in Mental Health Practice</b>	<b>Advanced Clinical Assessment Skills</b>	<b>Non-medical Prescribing</b>	<b>Advanced Clinical Practice day</b>	<b>Clinical Reasoning and Advanced Assessment Skills in Mental Health Practice</b>	<b>Leadership, Research &amp; Education in Advanced Practice</b>	<b>Clinical Complexity in Advanced Mental Health Practice</b>	<b>Professional Development for Advanced Clinical Practice</b>
<b>Domain D: Collaborative Planning</b>								
<b>D1 Work Collaboratively</b>								

4.1 Lead effective intervention, incorporating collaboration with a range of professions and agencies, across organisational boundaries	TDA		TDA		TDA	TDA	TDA	D
4.2 Demonstrate a systematic knowledge and understanding of the local care system and how to access different parts (including agencies outside of statutory care); collaborate and refer independently	TDA		D		TDA	D	TDA	
4.3 Manage expectation of both intervention and service through knowledge of resources and availability	TDA		D		TDA	D	TDA	
<b>D2 Promote safety and mitigate risk</b>								
4.4 In the presence of uncertainty/emergency/emergent risk, analyse and modify intervention to mitigate risk	TD	D	D		TDA		TDA	
4.5 Critically analyse and apply feasibility judgement in consideration of risk-aware and risk-averse intervention	TDA		TDA		TDA		TDA	
4.6 Exercise professional judgement and leadership to effectively promote safety, especially in the presence of multi-morbidity, complexity and/or unpredictability	TDA	D	D		TDA	TDA	TDA	D
4.7 Use a range of communication skills to discuss and develop collaborative, person-centred, management strategies for planned and unplanned potential points of challenge, exploring the potential risks and benefits	TD		D		TDA	D	TDA	
4.8 Lead collaboration with an appropriate range of multi-agency and	D		D		TDA	TDA	TDA	

inter-professional resources, developing, maintaining and evaluating links to least restrictive practice, and balancing the complexity of risk and safety, across organisations and settings								
<b>Capabilities in Practice</b>	<b>Physical Health Needs in Mental Health Practice</b>	<b>Advanced Clinical Assessment Skills</b>	<b>Non-medical Prescribing</b>	<b>Advanced Clinical Practice day</b>	<b>Clinical Reasoning and Advanced Assessment Skills in Mental Health Practice</b>	<b>Leadership, Research &amp; Education in Advanced Practice</b>	<b>Clinical Complexity in Advanced Mental Health Practice</b>	<b>Professional Development for Advanced Clinical Practice</b>
<b>Domain E: Intervention and Evaluation</b>								
<b>E1 Lead care and treatment planning</b>								
<b>5.1</b> Critically and collaboratively explore a range of strength-based occupational, environmental and social interventions	<b>TDA</b>		<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>5.2</b> Apply an in-depth critical understanding of the potential role for pharmacological interventions, balanced with an understanding of potential adverse effects and unwanted outcomes	<b>TD</b>		<b>TDA</b>		<b>D</b>		<b>TD</b>	
<b>5.3</b> Contribute to the process of medicines optimisation and appropriate intervention, in line with profession-specific capability and agreed scope of practice	<b>D</b>		<b>TDA</b>		<b>D</b>		<b>D</b>	
<b>5.4</b> Act in the knowledge of evidence about concordance with intervention, interactions and unwanted effects	<b>TD</b>		<b>TDA</b>		<b>TDA</b>		<b>TDA</b>	

5.5 Promote and lead the application of collaborative, feasible, person-centred, anticipatory care planning, with the presence of clear management strategies where care is needed out of hours	<b>D</b>		<b>D</b>		<b>TDA</b>		<b>TDA</b>	
5.6 Utilise evidence-based, psychologically-informed intervention in line with the agreed scope of practice and under appropriate supervision	<b>TD</b>				<b>TDA</b>		<b>TDA</b>	
<b>E2 Prescribe intervention</b>								
5.7 Prioritise timely intervention in situations where there are multiple issues, changing priorities and/or safety concerns	<b>TD</b>	<b>D</b>	<b>D</b>		<b>TDA</b>		<b>TDA</b>	
5.8 Critically apply evidence-based intervention in line with national guidance	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>		<b>TDA</b>	<b>D</b>	<b>TDA</b>	
5.9 Demonstrate a critical awareness and knowledge of evidence-based psychological interventions in order to be able to refer on appropriately for these	<b>TDA</b>		<b>D</b>		<b>TDA</b>		<b>TDA</b>	
5.10 Explore and recommend collaborative social intervention informed by an understanding of local population health needs, agencies and networks	<b>TDA</b>		<b>D</b>		<b>TDA</b>	<b>D</b>	<b>TDA</b>	
<b>E3: Evaluation</b>								
5.11 Critically plan and apply collaborative evaluation of the efficacy of intervention, and modify following consultation	<b>TD</b>	<b>D</b>	<b>D</b>		<b>TDA</b>		<b>TDA</b>	

5.12 Analyse and apply appropriate evidence-based evaluation tools and/or outcome measures	<b>TD</b>		<b>D</b>		<b>TDA</b>		<b>TDA</b>	
<b>Capabilities in Practice</b>	<b>Physical Health Needs in Mental Health Practice</b>	<b>Advanced Clinical Assessment Skills</b>	<b>Non-medical Prescribing</b>	<b>Advanced Clinical Practice day</b>	<b>Clinical Reasoning and Advanced Assessment Skills in Mental Health Practice</b>	<b>Leadership, Research &amp; Education in Advanced Practice</b>	<b>Clinical Complexity in Advanced Mental Health Practice</b>	<b>Professional Development for Advanced Clinical Practice</b>
<b>Domain F: Leadership &amp; management, education and research – in addition to those within the multi-professional framework</b>								
6.1 Exemplify leadership, resilience and determination, manage situations that are unfamiliar, uncertain, complex or unpredictable, and seek to build confidence in others	<b>TD</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>
6.2 Lead the development of effective relationships, fostering clarity of roles across teams	<b>TD</b>		<b>D</b>		<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	
6.3 Critically explore and analyse systems and practices in identifying, influencing and challenging unconscious bias, stigma and discrimination	<b>TD</b>				<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>
6.4 Explore and apply a range of methodologies in delivering quality improvements	<b>TDA</b>				<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>
6.5 Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures,	<b>TDA</b>	<b>D</b>	<b>TDA</b>		<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	



with a focus on mitigating risk and upholding safety								
<b>6.6</b> Receive, lead and exemplify a culture of critically reflective clinical practice supervision	<b>D</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	
<b>6.7</b> Act as a professional role model and educator in understanding and practice, in accordance with evidence-based practice and statutory responsibilities, including legislation, guidance, standards and regulatory requirements	<b>TD</b>		<b>D</b>		<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>
<b>6.8</b> Critically and strategically apply advanced clinical expertise across professional and service boundaries to enhance knowledge and understanding of mental health	<b>TDA</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>TDA</b>	<b>TDA</b>	<b>TDA</b>	<b>D</b>

## 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"> <li>• Students will be introduced to the concept of a Personal Development Plan during the Induction sessions at the start of the course.</li> <li>• Students will be allocated a Personal Tutor at the start of the course</li> <li>• 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.</li> </ul>
2 Supporting the development and recognition of skills in academic modules.	<ul style="list-style-type: none"> <li>• During the Induction, students will participate in a review of their preferred learning styles</li> <li>• 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.</li> <li>• Guidance on accurate referencing techniques will be provided during the Induction sessions, supported by Library resources and optional workshops.</li> </ul>

	<ul style="list-style-type: none"> <li>• Academic tutorials will be provided by the module leader to support students with exam preparation</li> <li>• Information on the marking criteria will be provided in the module guide</li> <li>• 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</li> <li>• 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"> <li>▪ An introduction to studying and writing at masters level will take place in the Induction session</li> <li>▪ Through the masters modules and assessments, students will develop their ability to utilise relevant theory and knowledge to understand and critically evaluate concepts</li> </ul> </li> <li>• Academic tutorials will be provided by all module leaders to support students with developing written work/exam preparation and preparing for practical sessions.</li> <li>• Marking grids will be used by all markers for all assessments which will be published on the VLE site at the start of the semester</li> <li>• Across the modules, written feedback will be given to students in formative assessments to provide specific guidance to assist further academic development</li> <li>• 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.</li> <li>• Students will develop their critical appraisal skills through professional modules in relation to literature and research studies, and through clinical modules in relation to</li> </ul>
--	--

	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"> <li>• Across all of the modules, students will develop their ability to work in groups on both clinical and professional topics.</li> <li>• Practical skills e.g. 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Skills in portfolio building are developed during the practice-based learning activities and the final module “Clinical Complexity in Mental Health Advanced Practice”</li> </ul>
4 Supporting the development and recognition of skills through research projects and dissertations work.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• All of the modules will develop students’ ability to critically appraise research to inform practice.</li> <li>• In the module “Leadership, Research and Education for Advanced Clinical Practice” students will review</li> </ul>

	<p>approaches to research and underpinning paradigms for a range of methodologies, they will develop a research question and conduct research appraisal.</p> <ul style="list-style-type: none"> <li>• In the “Professional Development for Advanced Clinical Practice” modules students’ will review quality improvement methodology and apply this in practice.</li> </ul>
<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"> <li>• 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)</li> </ul> <p>This will continue with students developing:</p> <ul style="list-style-type: none"> <li>▪ Skills in writing an action plan for developing a leadership role and/or a service development/innovation</li> <li>▪ Skills in marketing their unique role</li> <li>▪ Presentation skills</li> <li>▪ Their ability to communicate a coherent argument in class discussions, debates and through assessments</li> <li>▪ Their ability to synthesise information and concepts through class discussions, debates and through written assessments</li> <li>▪ Their ability to write a CV and Job Description.</li> <li>▪ Group-working within an action learning format</li> <li>▪ In the module “Leadership, Research and Education for Advanced Clinical Practice” students will be required to</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>▪ In the module “Professional Development for Advanced Clinical Practice” students will produce a job plan</li> </ul>
6 Supporting the development and recognition of career management skills through work placements or work experience.	<ul style="list-style-type: none"> <li>• Students will have the opportunity to reflect on their progress within the Practice Based Learning Records</li> <li>• Students will receive formative feedback from their Practice Facilitators</li> <li>• 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.</li> </ul>
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<ul style="list-style-type: none"> <li>• At interview and during the Induction sessions, students are encouraged to join Professional networks and Forums to keep abreast of pertinent issues and developments.</li> <li>• 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</li> </ul>
8 Supporting the development of the skills and attitudes as a basis for continuing	<p>In addition to the areas listed above:</p> <ul style="list-style-type: none"> <li>• Time management and self-organisation skills are discussed at the Induction sessions</li> <li>• Students work within health care settings which are multidisciplinary areas; this provides opportunities for</li> </ul>

<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"> <li>• There will be opportunities for reflection throughout the course, allowing for students to develop skills and challenge attitudes and practice</li> <li>• Skills and attitudes which support continuing professional development will be encouraged and facilitated in the modules and action learning</li> <li>• 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”</li> </ul>
<p>9 Other approaches to personal development planning.</p>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<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"> <li>▪ This will be supported in the practice area by completion of a clinical experience record, evidence of practice based learning and a portfolio</li> </ul>

