



Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course

Details

Course Title(s)	<i>PgDip Advanced Clinical Practice</i>
AOS Code	4758
Course Director	Katrina Maclaine
Shared Modules?	No

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes contact hours		
		CURRENT		NEW
ACP7007 Leadership, Research and Education for Advanced Clinical Practice	This module will be delivered entirely online for semester 1, both synchronously and asynchronously. Weekly face to face lectures are replaced by pre-recorded lectures which will be viewed by students as part of their Blended Learning. Direct student contact will be via weekly scheduled online interactive seminars	Of 200 hours Teaching/learning		
		Lectures & Seminars	39	29
		Blended learning	14	24
		Practice Based Learning	36	36
		Self directed	111	111
ACP7012 Clinical Complexity for Advanced Practice (Primary & Urgent Care) ACP7013 Clinical Complexity for Advanced Practice (Emergency Care)	Weekly face to face lectures are replaced by pre-recorded sessions and supplemented with weekly scheduled online interactive workshops	Of 200 hours Teaching/learning		
		Lectures & Seminars	36	26
		OSCE workshops	14	14

<p>ACP7014 Clinical Complexity for Advanced Practice (Acute & Critical Care)</p>	<p>Face to face seminars are delivered entirely online as scheduled virtual meetings</p> <p>One OSCE preparation workshop will now be delivered online, while the other will be face to face.</p>	<p>Blended learning</p> <p>Practice Based Learning</p> <p>Self-directed</p>	<p>14</p> <p>36</p> <p>100</p>	<p>24</p> <p>36</p> <p>100</p>
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Original Course Specification

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information															
Final award title(s)	Postgraduate Diploma Advanced Clinical Practice														
Intermediate exit award title(s)	Postgraduate Certificate Enhancing Clinical Practice (exit award only)														
UCAS Code		Course Code(s)	4758												
	London South Bank University														
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS														
Division	Advanced and Integrated Practice														
Course Director	Katrina Maclaine														
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other:														
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify														
Length of course/start and finish dates	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>3</td> <td>September</td> <td>July</td> </tr> <tr> <td>Part time</td> <td>3</td> <td>February</td> <td>January</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	3	September	July	Part time	3	February	January
	Mode	Length years	Start - month	Finish - month											
	Part time	3	September	July											
	Part time	3	February	January											
Is this course generally suitable for students on a Tier 4 visa?	No														
Approval dates:	Course(s) validated / Subject to validation	March 2016													
	Course specification last updated and signed off	September 2019													
Professional, Statutory & Regulatory Body accreditation	Royal College of Nursing (RCN)														
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations													
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016 RCN (2012) guide to Advanced Nursing practice, advanced nurse practitioners and programme accreditation Department of Health (DH, 2010) Advanced Level Nursing Position statement International Council of Nurses (ICN, 2008) Scope of practice, competencies and standards of the advanced practice nurse													

		<p>Scottish Government (2008) Supporting the development of advanced nursing practice</p> <p>National Leadership and Innovation Agency for Healthcare (NLIAH, 2010) Framework for advanced nursing, midwifery and allied health practice in Wales</p> <p>Department of Health (England) (2011) Report to the National Allied Health Professional Advisory Board on the outcomes of the Modernising Allied Health Professional Careers Programme</p> <p>Department of Health, Social Services and Public Safety (Northern Ireland) Advanced Nursing Practice framework (2014)</p> <p>Health Education England (HEE) District Nursing and General Practice Nursing Service, Education and Career Framework (2015)</p> <p>Royal College of Medicine/Health Education England/RCN (2015) Advanced Clinical Practitioner Curriculum and Assessment</p> <p>Department of Health (2008) The National Education and Competence Framework for Advanced Critical Care Practitioners</p> <p>Royal College of General Practitioners (RCGP) (2015) General Practice Advanced Nurse Practitioner competencies</p> <p>Health Education England (2017) Multi-professional framework for advanced clinical practice in England</p>
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B. Course Aims and Features

<p>Distinctive features of course</p>	<p>Postgraduate Diploma Advanced Clinical Practice (PgDip ACP) aims to:</p> <p>The School of Health and Social Care at London South Bank University has been delivering high quality Royal College of Nursing (RCN) accredited Advanced Nurse Practitioner (ANP) education for over 20 years with demand increasing year on year. While initially the focus was on developing experienced nurses working in primary care settings, this subsequently expanded to include nurses from secondary and tertiary services. To date LSBU ANP graduate numbers exceed 1,000. Many have gone on to lead service innovation, gain promotion such as general practice partnerships and consultant nurse posts, while employer testimony verifies the difference they have made to safety, effectiveness, productivity and the quality of patient care.</p> <p>Developments in advanced practice have seen the extension of this concept to other non-medical health professionals such as physiotherapists, pharmacists and paramedics. For example, the Department of Health (2011) identified that the development of advanced practitioners within allied health professional's (AHP) could result in a significant contribution to high quality clinical care, organisational management, economic sustainability, productivity and all aspects of quality – patient safety, patient experience and the effectiveness of the care that patients receive. Subsequent Advanced Practice frameworks from Scotland and Wales and the Royal College of Emergency Medicine (RCEM) have included AHP's and Health Education England is currently considering a broad non-medical advanced practice framework for England.</p> <p>Therefore the opportunity has been taken to broaden the existing Postgraduate Diploma for Advanced Nurse Practitioners course to provide the Postgraduate Diploma Advanced Clinical Practice (PgDip ACP) as a curriculum for both experienced qualified registered nurses and other health professionals working in primary, secondary and tertiary health care settings, who wish to undertake advanced clinical education at master's level. This education will provide high-quality preparation not only for Advanced Nurse Practitioners (ANP) but also for Advanced</p>
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	<p>Clinical Practitioners and health professionals who need to work at a higher level of practice.</p> <p>The course is RCN Accredited. While not all of the students undertaking this course will be nurses, other health professionals will benefit from the rigorous standards set by the RCN Accreditation unit for advanced nurse practitioner preparation. Their standards are currently the only quality marker for Advanced Practitioner preparation in England. 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, 2012). Further, in accordance with the RCN endorsement (2012), the course has also been designed to comply with the Department of Health (England) (2010) position statement on Advanced Level Nursing. The standard comprises of four themes of “Clinical/direct care practice”, “Leadership and collaborative practice”, “Improving quality and developing practice” and “Developing self and others” with 28 associated elements. Mapping to the course module’s, has ensured that LSBU graduates will have undergone at curriculum that has taught, developed and assessed their ability to demonstrate all aspects of this important marker for advanced practice.</p> <p>Other distinctive features of the course include:</p> <ul style="list-style-type: none"> • It has evolved from the first Nurse Practitioner (NP) programme in the UK • Design and sequencing of modules support advancement of clinical and professional knowledge and skills throughout the curriculum • Undertaking the Non Medical Prescribing course for those students who are not already independent prescribers • Teaching is provided by experienced qualified ANPs, many of whom work regularly in clinical practice • A variety of student-centred, teaching strategies are used including case-based learning, skills demonstration with supervised practice, practical workshops, role play, student presentations and use of online learning resources • Inter-professional and peer learning is promoted utilising the wide range of experience and variety of clinical roles and settings reflected within each cohort • A range of methods assess student learning, including clinical case analysis, a scenario-based exam, an essay critically evaluating the benefits and challenges of the implementation of advanced practitioners within the students work setting, clinically focussed portfolio and practical assessments including OSCEs (Objective Structured Clinical Examination) • Guided Practice Based Learning takes place in the student’s own work place, supported by a visit from an Advanced Practice Mentor, with verification through a series of Practice Based Learning Record • While this is predominantly a generic advanced clinical practice course, the opportunity is provided in the final module “Managing Complexity in Advanced Clinical Practice” to choose one of three different areas: Community and Primary Care, Emergency Care and Acute and Critical Care. This separation will enable teaching and learning and practical assessment to occur with greater specificity and depth in order to optimise preparation of advanced practitioners for the realities of patient care within each setting. • A Postgraduate Certificate Enhancing Clinical Practice are available as an exit award only; it is intended for experienced, qualified registered nurses and other health professionals working in primary, secondary and tertiary health care settings who have studied modules within the PgDip ACP but have decided or are unable to continue their studies through to completion of the award
Course Aims	The PgDip Advanced Clinical Practice course aims to:

	<ul style="list-style-type: none"> • Equip graduates with knowledge, skills and attributes to enable them to deliver safe, appropriate, effective, efficient and evidence-based health care for adult patients and carers. • Develop the student's ability to apply knowledge and understanding within the field of advanced practice to complex issues, both systematically and creatively. • Foster the student's potential for strategic leadership, particularly in relation to the continual enhancement of the patient/carer's experience of health care. • Facilitate the personal and professional development of each participant such that they take responsibility for their own learning and are able to demonstrate a reflective, enquiring, critical and innovative approach to practice. • Provide quality education and training that is accredited by the RCN Accreditation Unit and meets the requirements of current policies and market demands. •
<p>Course Learning Outcomes</p>	<p>A Students will have knowledge and understanding of:</p> <p>A1 A comprehensive range of strategies to promote/improve and provide safe and effective evidence-based care for patients presenting in a range of health care settings with acute and long-term problems</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 of services and health outcome.</p> <p>Students exiting with the PgCert Enhancing Clinical Practice will have achieved</p> <p>A1-A3.</p> <p>A4 Pharmacological principles related to human health and disease</p> <p>A5 A comprehensive range of strategies to promote/improve and provide safe and effective evidence-based care for patients presenting in a range of health care 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 health care organisations, as well as on health care practices and the roles of practitioners</p> <p>A7 A comprehensive range of public health strategies 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 practice from a devolved four country, UK and global context</p> <p>A9 The development of policy and strategy within a changing context to meet stakeholder interests 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 A range of research and quality assurance methodologies and evidence-bases that can be used to underpin, inform, enhance and challenge practice</p>

B Students will develop their intellectual skills such that they are able to:

B1 Use clinical reasoning, critical thinking, problem-solving, reflection and analysis to make sound judgements and decisions (possibly in the absence of complete data) and to explore potential solutions

B2 Critically appraise information from a wide range of sources in order to gain a coherent understanding of pertinent theoretical principles and their application to practice

Students exiting with the PgCert Enhancing Clinical Practice will have achieved

B1-B2.

B3 Use clinical reasoning, critical thinking, problem-solving, reflection and analysis to make sound judgements and decisions (possibly in the absence of complete data) and to explore potential solutions to complex, unstructured and sometimes unfamiliar practice problems

B4 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

B5 Critically analyse the theoretical, research, clinical and professional underpinnings of advanced nursing practice as a means to advance professional knowledge and develop skills to a higher level

C Students will acquire and develop practical skills such that they are able to:

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

C2 Demonstrate competence in undertaking and documenting a comprehensive, holistic patient health assessment (including history taking and physical examination skills for all systems of the body), for patients with common health problems, referring on appropriately when the problem exceeds their scope of practice and/or expertise

C3 Critically analyse patient assessment findings and clinical outcomes, and plan and deliver appropriate evidence-based care, or implement referral.

C4 Critically evaluate own clinical practice and implement appropriate evidence-based strategies to develop proficiency to a higher level

Students exiting with the PgCert Enhancing Clinical Practice will have achieved

C1-C4.

C5 Demonstrate competence in undertaking and documenting a comprehensive, holistic patient health assessment (including history taking and physical examination skills for all systems of the body), for patients with complex health problems, referring on appropriately when the problem exceeds their scope of practice and /or expertise

C6 Prescribe safely, appropriately and cost-effectively within the parameters laid down in prescribing legislation

	<p>C7 Undertake skilled, competent, safe, evaluative, autonomous, reflective consultations for patients with common and complex health problems</p> <p>C8 Take a pro-active approach to working in partnership to support, educate and empower patients, their families and other carers to influence and use available services and participate in decisions concerning their care</p> <p>C9 Demonstrate leadership skills, self-direction and originality in tackling and solving problems, and act autonomously within a multi-disciplinary and multi-agency context</p> <p>C10 Collaboratively engage with others to plan and deliver interventions to meet the development needs of own and others profession</p> <p>C11 Evaluate appropriate aspects 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>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>C13 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>D Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Gather and interpret information from different sources and make informed judgements about its quality and appropriateness</p> <p>D2 Work independently and as part of a group or team</p> <p>D3 Communicate effectively with a wide range of individuals using a variety of means, including ability to provide coherent and logical arguments in support of decision-making.</p> <p>D4 Demonstrate self-awareness, the ability to critically appraise individual learning needs, implement appropriate strategies for continuing professional and personal development and evaluate the impact</p> <p>D5 Information management skills eg use of IT, Internet</p> <p>Students exiting with the PgCert Enhancing Clinical Practice will have achieved D1-D5.</p> <p>D6 Pro-actively link with other agencies and networks as required</p> <p>D7 Be adaptable and show creativity, originality, insight and critical reflective abilities which can be brought to bear on a wide range of situations</p>
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Teaching and learning Strategy

A variety of approaches are used which maximise student participation and engagement; interactive lectures, skills demonstration and supervised practice, small group activities, case-based discussions, workshops, practice simulations and tutorials. 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.

D. Assessment

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

These assessments allow the student to demonstrate both the depth and breadth of knowledge and skills required to demonstrate competence as an advanced practitioner.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

PROFESSIONAL:

- Current nursing registration with the Nursing & Midwifery Council (NMC) or Health Care Professions Council (HCPC) or The General Pharmaceutical Council (GPhC)
- A minimum of 3 years post-registration experience

ACADEMIC QUALIFICATIONS:

- Normally applicants will have a Health-related honours degree (or international equivalent), with a classification of 2.2 or above, however applications from clinically experienced, senior level health professionals with evidence of a minimum of 90 undergraduate degree level credits (at least 15 credits of which has been completed within the past 2 years) will also be considered

For students whose first language is not English, one of the following is also required:

- A first degree from a UK university or an overseas institution recognised by the University as providing adequate evidence of proficiency in the English language, for example, from institutions in Australia, Canada or the USA
- Possession of an IELTS score of at least 7.0 across all four domains or its equivalent for students whose first language is not English

PRACTICE:

- Employed for a minimum of 25 hours per week in a 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 (even where individuals are self-funding):
 - For the applicant to undertake this course at LSBU
 - Support for development of the applicant to an advanced level within the workplace while on the course to enable evolution of the scope of practice and responsibilities
 - Willingness to release the student to enable them to dedicate the equivalent of 3 hours per week throughout the calendar year (in addition to the study day in university) to have protected learning time in a 'supernumerary capacity' to focus on clinical and professional development, completion of the Practice Based Learning activity requirements and the Practice Based Learning records.
 - Able to support the student to organise for a doctor/qualified Advanced Practitioner to act as their designated "Practice Facilitator" to initially supervise and subsequently support the applicants overall

clinical development and facilitate completion of specified practice-based learning activities. Sign off for specific aspects of learning is required (this responsibility can be shared with other senior experienced clinical colleagues however nomination of an overall lead clinician is required).

- Provision of day-to-day supervision and support by an experienced clinical team to enable the development of the knowledge, skills, 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 candidates are selected who have the determination, professional attitudes and calibre that is needed for academic success and maximum impact in practice. Students are therefore selected for the course using the following strategies:

1. Application form with personal statement.
2. Submission of a 1,000 word referenced essay, which critically analyses the potential for development of ANPs within their clinical practice, with reference to relevant advanced practice literature.
3. A letter from the clinical lead expressing their support for the course AND development of the individuals practice to an advanced level.
4. A supportive reference from the students current clinical lead.
5. The contents of the Clinical Practice Learning Environment profile which evaluates the students work environment (and other clinical opportunities) for meeting the learning requirements for the course.
6. Provision of a completed Practice Facilitators nomination and acceptance form.

Suitable candidates will be invited for an interview to assess interpersonal skills and professional awareness, particularly in relation to the potential benefits offered by the course for personal and professional development and to the patient care provided on an individual and organisational basis. Where students are unsuccessful, advice will be offered on alternative study or development opportunities.

RECOGNITION OF PRIOR LEARNING

This is considered on an individual basis at interview, in accordance with the University academic regulations.

Credit awarded by another Higher Education Provider may under certain circumstances contribute to the credit required for a London South Bank University award. For credit to be transferred, the learning must be relevant to the course for which the claim for credit is being made. The learning must also have been at a comparable academic level and must have been assessed. The amount of credit transferred must be equal to or less than the amount of credit awarded by the Provider at which the learning took place. At least half of the credit required for an award of the University must normally be accumulated as a result of learning assessed at London South Bank University. 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(s)

Course overview

Postgraduate Diploma Advanced Clinical Practice (PgDip ACP)

The course will be taken on a part-time, one-day-a-week basis. Each module is worth 20 credits. Students will normally study between 40 – 60 credits per academic year depending on their desired rate of progression with an overall PgDip ACP duration of 18 months (with accreditation of prior learning) to 3 years. There are two intakes to the course; September and January.

It will start with a two day Induction to orientate students to the University and the course. Continuing students will participate in a Professional Development day and Clinical Skills Development day at the start of subsequent academic years to enable them to mix with other cohorts and reflect on their progress and further learning needs.

The structure for the course comprises of a prescribed sequence of six compulsory modules, the order depending on the start date (September or January) and the rate of progression. Key material is taught, further developed, revisited and consolidated and assessed at appropriate points in a spiral approach. The first module “Physiological Principles for Advanced Clinical Practice” is provided at degree level (Level 6) to develop key foundation knowledge to underpin subsequent applied pathophysiology and pharmacology educational input.

There is an option for the final module according to work setting from:

- Managing Complexity in Advanced Clinical Practice (Community and Primary Care)
- Managing Complexity in Advanced Clinical Practice (Emergency Care)
- Managing Complexity in Advanced Clinical Practice (Acute and Critical Care)

These share a common learning framework and approach to assessment but the focus, content and assessment requirements are adapted for the context.

The sequencing for the modules and overall award is provided on pages 12-19.

*Non-Medical Prescribing: The PgDip ACP includes the requirement for students to be Independent Prescribers. This ensures that graduates from the programme will be able to fully meet patient’s needs and service demands. Increasing numbers of applicants are already Independent Prescribers, having completed Non-Medical Prescribing (NMP) courses at Level 6 or 7, and are using their prescribing rights on a daily basis. Such students will be able to accredit their prior learning to account for 20 credits within the PgDip ACP course.

Students who are not Independent Prescribers will be required to undertake the NMP course, normally in January - July of their first year, when a separate occurrence of the NMP course is provided for all advanced practice students in the School. 20 credits of the Postgraduate Certificate Non-Medical Prescribing will be used towards the PgDip ACP award.

Current Prescribing legislation enables Physiotherapists, Pharmacists, Chiropodists, Podiatrists and Therapeutic Radiographers to train to become Independent Prescribers.

The case for extending these rights to Diagnostic Radiographers and Paramedics was debated in 2016 but rejected. It is anticipated that the case for Paramedics will be represented within the next couple of years. Therefore Paramedics will be able to enter the course and study for the other modules first and undertake the Non-Medical Prescribing component when the legislation is amended to include this profession. In the event that this is delayed, the student will be able to take an alternative module “Professional Development through Contract Learning”. This module allows students to investigate an area of their own choice, relevant to their field of professional practice. For this group, the focus will be on development of the knowledge and skills to make safe, appropriate, evidence-based prescribing decisions. The module is delivered in the form of a learning contract and is largely student managed with tutorial support. This will be provided by members of the Non-Medical Prescribing team. This strategy will ensure that paramedic students will not be disadvantaged and can complete the PgDip ACP award within the maximum 5 year time frame.

Part Time

**Postgraduate Diploma Advanced Clinical Practice – 120 credits over 2 years
September intake with Non-Medical Prescribing**

	Semester 1	Credit	Semester 2	Credit
Year 1 Level 6	Physiological Principles for Advanced Clinical Practice	20		
Level 7	Clinical Assessment Skills for Advanced Practice [20	Non-Medical Prescribing*	40

Year 2 Level 7	Clinical Reasoning in Advanced Practice	20	Choice of 3 Level 7 modules according to work setting: <ul style="list-style-type: none"> • Managing Complexity in Advanced Clinical Practice (Community and Primary Care) • Managing Complexity in Advanced Clinical Practice (Emergency Care) Managing Complexity in Advanced Clinical Practice (Acute and Critical Care)	20	
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Placements information

Practice Based Learning

The Quality Assurance Agency (QAA) (2007) identify that learning within the work place is integral to a higher education programme and is demonstrated through engagement within the practice environment. This is a 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, prescribing, social sciences and mental health assessment, etc. 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, 2012) and so in order to ensure this, learning in practice is purposively structured and assessed.

The term “Practice Based Learning” is used on this course, to describe any learning that takes place within the clinical setting. This can be formally planned, organized to meet specific learning needs and opportunistic. It encompasses individual activities through to formal teaching with mixed professional groups within the workplace. Focused practice based learning activities are specified for this course in a Practice Based Learning Handbook. These activities complement classroom learning and are intended to develop the student’s clinical and professional scope of practice to an advanced level. To achieve this we require that every student spends the equivalent of 3 hours per week working in a “supernumerary capacity” in order to focus specifically on their clinical and professional development. This requirement extends beyond the University semesters to include the summer periods.

Practice Based Learning is supported through identification of a doctor/qualified Advanced Practitioner to act as the student’s “Practice Facilitator” to initially supervise and subsequently support their clinical development. Other experienced senior clinicians can also supervise and support student development. Details of these activities and the role of the Practice Facilitator are provided in the Practice Based Learning Handbook. They are also reviewed and discussed at a specific session for students and their Practice Facilitators within the Induction at the start of the course.

The Non-Medical Prescribing course has its own arrangements for recording practice based learning, including a learning log to account for 78 hours (12 days) supervised practice with a Designated Medical Practitioner (DMP). These will apply when students undertake the NMP course as part of their studies.

Evidence of practice based learning (36 hours of direct supervision and 180 hours of indirect supervised clinical practice) and feedback on progress is used as an element of assessment on the following modules:

1. Clinical Assessment Skills for Advanced Practice [Level 7]
2. Clinical Reasoning in Advanced Practice [Level 7]
3. Managing Complexity in Advanced Clinical Practice [Level 7]

The overall total for supervised hours through successful completion of these modules is 648 hours.

H. Modules

Module Code	Module Title	Level	Semester	Credit Value	Assessment
ACP_6_001	Physiological Principles for Advanced Clinical Practice	6	1 & 2	20	3 hour unseen exam
ACP_7_001	Clinical Assessment Skills for Advanced Practice	7	1 & 2	20	2,500 word case study OSCE Practice based learning record
ACP_7_002	Clinical Reasoning in Advanced Practice	7	1 & 2	20	2 hour unseen exam Practice based learning record
ACP_7_003	Leadership and Research Skills for Advanced Practice	7	1 & 2	20	4,000 word essay
ACP_7_004	Managing Complexity in Advanced Clinical Practice (Community and Primary Care)	7	1 & 2	20	Clinical Portfolio OSCE
ACP_7_005	Managing Complexity in Advanced Clinical Practice (Emergency Care)	7	1 & 2	20	Clinical Portfolio OSCE
ACP_7_006	Managing Complexity in Advanced Clinical Practice (Acute and Critical Care)	7	1 & 2	20	Clinical Portfolio OSCE
NMP-6-003 for APL	Non-Medical Prescribing	6	January or June	20	Case study OSCE Exam Portfolio
NMP-7-003 for APL	Non-Medical Prescribing	7	January or June	20	Case study OSCE Exam Portfolio
WHN-7-111	Professional Development	7	1 & 2	20	Portfolio

		through Contract Learning				
I. Timetable information						
<p>Students are provided with a timetable and preparation material following successful application for the course. It starts with a 2 day Induction. Students then attend on a one-day-a-week part-time basis. There is not teaching over the summer break. Teaching sessions are delivered in the morning or afternoon according to the module timetable. There are no evening or weekend teaching sessions. Assessments take place in January for semester 1 modules and May/June for semester 2 modules.</p>						
J. Costs and financial support						
Course related costs						
No specific costs						
Tuition fees/financial support/accommodation and living costs						
<ul style="list-style-type: none"> - Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or - http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding - Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses 						

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

APPENDIX A:

Curriculum Map for Postgraduate Diploma Advanced Clinical Practice

This map provides a design aid to help course teams identify where course outcomes are being taught (T), developed (D), and assessed (A) within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Course outcomes related to knowledge and understanding A1-A11

Level	Module title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
6	Physiological Principles for Advanced Clinical Practice		T		T D							
7	Clinical Assessment Skills for Advanced Practice	T D A	T D A	T D A								
6/7	Non-Medical Prescribing Or for Paramedics "Professional Development through Contract Learning"	T D A	D	T D A	T D A							
7	Clinical Reasoning in Advanced Practice	D	D A									

7	Leadership and Research Skills for Advanced Practice	D		T D A			T D A	T D A	T D A	T D A	T D A	T D A
7	Managing Complexity in Advanced Clinical Practice	T D A		T D A		T D A						

Course outcomes related to development of intellectual skills B1-B5

Level	Module title	B1	B2	B3	B4	B5
6	Physiological Principles for Advanced Clinical Practice		T D A		T D A	
7	Clinical Assessment Skills for Advanced Practice	T D A	T D A	T D A	T D A	
6/7	Non-Medical Prescribing Or for Paramedics “Professional Development through Contract Learning”		T D A	T D A	T D A	
7	Clinical Reasoning in Advanced Practice	T D A	T D A	T D A	T D A	D
7	Leadership and Research Skills for Advanced Practice	T D A	T D A	T D A	T D A	T D A

7	Managing Complexity in Advanced Clinical Practice	T D A	T D A	T D A	T D A	T D A
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Course outcomes related to development of practical skills C1-C13

Level	Module title	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
6	Physiological Principles for Advanced Clinical Practice		D	D										
7	Clinical Assessment Skills for Advanced Practice	T D A	T D A	T D A	T D A	T D A		T D						
6/7	Non-Medical Prescribing Or for Paramedics “Professional Development through Contract Learning”	T D A	T D A	T D A	T D A	T D A	T D A	T D A						
7	Clinical Reasoning in Advanced Practice		T D A	T D A	T D A	T D A		T D A						
7	Leadership and Research Skills for Advanced Practice	T D A							T D A	T D A	T D A	T D A	T D A	T D A

7	Managing Complexity in Advanced Clinical Practice	T	T	T	T	T		T	T	T	T	T	T	T
		D	D	D	D	D		D	D	D	D	D	D	D
		A	A	A	A	A		A	A	A	A	A	A	A

Course outcomes related to the development of transferable skills D1-D7

Level	Module title	D1	D2	D3	D4	D5	D6	D7
6	Physiological Principles for Advanced Clinical Practice	T D	D		D	D		D
7	Clinical Assessment Skills for Advanced Practice	T D A	D		T D A	T D A		D
6/7	Non-Medical Prescribing Or for Paramedics “Professional Development through Contract Learning”	T D A	D	T D A	T D A	T D A		D
7	Clinical Reasoning in Advanced Practice	D	D		D	D		D
7	Leadership and Research Skills for Advanced Practice	T D A	T D A	T D A	T D A	T D A	T D A	T D A
7	Managing Complexity in Advanced Clinical Practice	T D A	T D A	T D A	T D A	T D A		T D A

Appendix B: 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.

Approach to PDP	Level 6 (Degree) [One module]	Level 7 (Masters)
<p>1 Supporting the development and recognition of skills through the personal tutor system.</p>	<ul style="list-style-type: none"> • Students will be introduced to the concept of a Personal Development Plan during the Induction sessions at the start of the course. • Students will receive individual support from their Advanced Practice Mentor who visits them, in their place of work, during the first of the semester of the course. Normally this mentor will continue to act as the students' personal tutor for the rest of their studies. • Students will be encouraged, via Course Guide and welcome from the Course Director, to make an appointment with the Advanced Practice Mentors or Course Director for pastoral/pathway support whenever needed during their studies. 	<ul style="list-style-type: none"> • Students will continue to be supported by the Course Director and their Advanced Practice Mentor in relation to their pastoral/pathway needs through to the end of the course • All students will be required to meet with their Advanced Practice Mentor for a mid-course review where their Personal Development Plan will be reviewed and goals/actions made for the second half of the course
<p>2 Supporting the development and recognition of skills in academic modules.</p>	<ul style="list-style-type: none"> • During the Induction, students will participate in a review of their preferred learning styles • Students will be given advice on exam technique for the "Physiological Principles for Advanced Clinical Practice" module 	<ul style="list-style-type: none"> ▪ An introduction to studying and writing at masters level will take place in the Induction session ▪ Through the masters modules and assessments, students will develop their ability to utilise relevant theory and knowledge to understand and

	<ul style="list-style-type: none"> • The DDS screening tool will be used at the start of this module to support students in early identification of learning needs and where appropriate, they are directed to LSBU student support services for formal assessment. • Guidance on accurate referencing techniques will be provided during the Induction sessions, supported by Library resources and optional workshops. • Academic tutorials will be provided by the module leader to support students with exam preparation • Information on the marking criteria will be provided in the module guide • Students IT skills will be developed by provision of an introductory session to the library resources and subsequent use of search engines, data bases, on-line learning resources and remote access journal facilities within the Induction session • IT skills will be further developed by the use of the Virtual Learning Environment (Moodle) which provides students with key information and supplementary material to support their learning. 	<p>critically evaluate concepts</p> <ul style="list-style-type: none"> • Academic tutorials will be provided by all module leaders to support students with developing written work/exam preparation and preparing for practical sessions. • Marking grids will be used by all markers for all assessments which will be published in each module guide at the start of the semester • Across the modules, written feedback will be given to students in formative assessments to provide specific guidance to assist further academic development • Summative assessment feedback will be provided which will highlight areas for improvement; facilitating students to develop their ability to utilise relevant theory knowledge to understand and critically discuss concepts. • Students will develop their critical appraisal skills through professional modules in relation to literature and research studies, and through clinical modules in relation to identification and application of high-quality evidence based practice. • Students IT skills will be further developed in the module “Leadership and Research Skills for Advanced Practice” with a session on advanced data searching session provided by the library and subsequent use of search engines, data bases, on-line learning
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		<p>resources and remote access journal facilities</p> <ul style="list-style-type: none"> 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
<p>3 Supporting the development and recognition of skills through purpose designed modules.</p>	<ul style="list-style-type: none"> Students' knowledge and understanding of normal physiology and associated principles will be developed in the "Physiological Principles for Advanced Clinical Practice" module through lectures and practical exam questions. 	<ul style="list-style-type: none"> Across all of the modules, students will develop their ability to work in groups on both clinical and professional topics. Practical skills eg. Clinical examination, are demonstrated and students are encouraged to practice in the "Clinical Assessment Skills for Advanced Practice", Skills Workshop and OSCE Workshops with team supervision and support. The ability to reflect on their practice and use problem-solving skills in familiar and unfamiliar situations is developed through the "Clinical Assessment Skills for Advanced Practice" module and continues throughout the clinical modules. In addition professionally-focussed skills such as negotiation, assertiveness, debating, advocacy, leadership and marketing are developed in the module "Leadership and Research Skills for Advanced Practice", to develop students' ability within these areas. Skills in portfolio building are developed during the practice-based learning activities and the final

		module “Managing Complexity in Advanced Clinical Practice”
4 Supporting the development and recognition of skills through research projects and dissertations work.	<ul style="list-style-type: none"> Students will develop and consolidate their ability and understanding of a broad range of research-based literature and research methods in the Induction sessions to support their academic writing. 	<ul style="list-style-type: none"> All of the modules will develop students’ ability to critically appraise research to inform practice. Students will be encouraged to go on to undertake the dissertation preparation module and dissertation to further develop their research knowledge and skills to a higher level
5 Supporting the development and recognition of career management skills.	<p>All students undertaking this course will be already employed, however they will develop:</p> <ul style="list-style-type: none"> The ongoing ability to identify and prioritise their learning needs and plan appropriate strategies to successfully address these needs (supported by information on good practice in this area given at the Induction sessions, in the Practice Based Learning Handbook and during the Advanced Practice Mentor visit) 	<p>This will continue with students developing:</p> <ul style="list-style-type: none"> Skills in writing an action plan for developing a leadership role and/or a service development/innovation Skills in marketing their unique role Presentation skills Their ability to communicate a coherent argument in class discussions, debates and through assessments Their ability to synthesise information and concepts through class discussions, debates and through written assessments Their ability to write a CV and Job Description. Group-working within an action learning format In the module “Leadership and research skills for advanced practice” students will be required to undertake a formative exercise to evaluate their strengths/weaknesses in relation to their developing role, and the opportunities and

		<p>threats that are presenting themselves. Feedback will be given from the module leader and a tutorial organised if required.</p>
<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>		<ul style="list-style-type: none"> • Students will have the opportunity to reflect on their progress within the Practice Based Learning Records • Students will receive formative feedback from their Practice Facilitators • Students will be encouraged to reflect on their role within their workplace during the “Leadership and Research Skills for Advanced Practice” module, particularly with reference to managing organisational change and multi-agency working. • At the Advanced Practice mentor visit, students and their employees will be encouraged to discuss future plans to maximise short and long term the impact of the programme in practice.
<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<ul style="list-style-type: none"> • At interview and during the Induction sessions, students are encouraged to join Professional networks and Forums to keep abreast of pertinent issues and developments. 	<ul style="list-style-type: none"> • At the Professional Development day at the start of year 2 or 3 for continuing students, students will hear from past-graduates regarding their experiences in service development, membership of commissioning boards and conducting research etc
<p>8 Supporting the development of the skills and attitudes as a basis for continuing</p>	<p>In addition to the areas listed above:</p> <ul style="list-style-type: none"> • Time management and self-organisation 	<ul style="list-style-type: none"> • There will be opportunities for reflection throughout the course, allowing for students to develop

<p>professional development.</p>	<p>skills are discussed at the Induction sessions and reviewed during Advanced Practice Mentor visit.</p> <ul style="list-style-type: none"> • Students work within health care settings which are multidisciplinary areas; this provides opportunities for learning from each other and to develop a better understanding of different roles, responsibilities and professional identities. 	<p>skills and challenge attitudes and practice</p> <ul style="list-style-type: none"> • Skills and attitudes which support continuing professional development will be encouraged and facilitated in the modules and action learning • Students will be encouraged to consider their future goals and aspirations through completion of a leadership /personal development action plan in their action learning activity
<p>9 Other approaches to personal development planning.</p>	<ul style="list-style-type: none"> ▪ Students on this course are health professionals who are required to complete a Performance Development Review (Appraisal) with their employers in their clinical workplace on a yearly basis. This results in an individual PDP for the coming year. 	<ul style="list-style-type: none"> • Students will be asked to share this at their mid-course interview to maximise streamlining of the HEI activity with employer activity.
<p>10. The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.</p>		<ul style="list-style-type: none"> ▪ This will be supported in the practice area by completion of a clinical practice diary, clinical experience record, evidence of practice based learning and clinical portfolio • In addition, self-reflection and evaluation will occur in group activities in taught sessions, in development of the Clinical Portfolio for the “Managing Complexity in Advanced Clinical Practice” module.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions