## POSTGRADUATE

### PROGRAMME SPECIFICATION

<table>
<thead>
<tr>
<th>Programme Title:</th>
<th>MSc in Advanced Clinical Practice</th>
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<tr>
<td>Awarding Body:</td>
<td>Staffordshire University</td>
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<tr>
<td>Teaching Institution:</td>
<td>Staffordshire University</td>
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<tr>
<td>Final Awards:</td>
<td>MSc in Advanced Clinical Practice</td>
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| Intermediate Awards:  | PgC in Advanced Health Assessment and Clinical Decision Making  
                        | PgD in Advancing Clinical Practice |
| Mode of Study:        | Part Time (on Campus and Clinical Setting) |
| UCAS Codes:           | NA                                 |
| QAA Subject Benchmarks: | NA                                |
| JACS Code:            | 790                                |
| Professional/Statutory Body: | Nursing and Midwifery Council (NMC)/Health and Care Professions Council (HCPC) |
| Entry Year:           | 2017/18                            |
**EDUCATIONAL AIMS OF THE PROGRAMME**

This award enables the development of higher levels of knowledge and skills in Advanced Clinical Practice at the depth and breadth appropriate to Master’s level work. By using a technology enhanced learning approach, the award creates a practice-focused, student-centred, flexible programme that develops student capabilities to:

- Challenge advanced clinical practice
- Engage in independent evidence-based decision making
- Determine creative and innovative solutions to practice issues
- Develop analytical and intellectual skills at Masters level

This part time programme comprises of both practice and academic based learning. The clinical focus of the award is a direct result of the continuing need to develop the role of advanced practitioner.

The expanding clinical role is assisted by linking the student with a clinical preceptor who is an expert in the student's clinical speciality. The student will also receive support for personal and professional development from a senior clinical lead of the same profession who acts as a mentor for the duration of the award.

### What is distinctive about this programme?

- This programme has been developed as a result of a Regional Workforce Development Programme in Advanced Practice (Health Education West Midlands (HEWM)), which has produced a new standardised curriculum for Advanced Clinical Practice.
- As this programme follows this curriculum, which has been developed with significant regional involvement from HEIs, Community Care, Primary Care, Mental Health and acute NHS Trusts, it will carry clinical currency across the West Midlands region and potentially beyond.
- The course is open to all Registered Healthcare Professionals that are required to work at advanced clinical practice level, including Nurses, Midwives, Pharmacists Paramedics, Physiotherapists and other Allied Health Professionals.
- This programme has been developed in line with an agreed definition for Advanced Clinical Practice and prepares you with the required skills and knowledge to practice outside the boundaries of your initial registration.
- The programme allows you as either a prospective or current Advanced Clinical Practitioner to work with experienced professionals to develop your skills and theoretical knowledge.
- This multi-professional Award seeks to expand clinical practice roles for non-medical healthcare staff which is an integral part of NHS policy through the Government’s modernisation agenda.
- Extensive support of clinical mentors/ preceptors through on-line and face to face methods to ensure a first class clinical experience for you as a student is available.
- Robust pathway planning is available for students who are required to undertake the option modules instead of prescribing.
# PROGRAMME OUTCOMES

At the end of your studies you should be able to:

**Postgraduate Certificate**  
SU: Staffordshire University

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<th>Outcomes</th>
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| Critically analyse the assessment and management of patient health/illness status and the challenges of clinical decision making and reasoning in Advanced Health Assessment.  
(SU: Knowledge & Understanding, Learning, Analysis) |
| Demonstrate advanced knowledge of the range of clinical challenges and demonstrate the capacity to develop an expanding range of autonomous practice skills in terms of physical examination and diagnostic skills.  
(SU: Knowledge & Understanding, Learning, Application, Communication, Problem Solving) |

**Postgraduate Diploma**

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| Display mastery of a complex range of knowledge and skills which reflect critical insight and the ability to act as an effective leader in advancing clinical practice.  
(SU: Knowledge and Understanding, Problem Solving, Application) |
| Demonstrate a critical awareness of leadership attributes within healthcare for the benefit of clinical challenges identified in practice.  
(SU: Knowledge and Understanding, Learning, Analysis) |
| Accurately, and with critical argument, interpret a range of evidence for its scientific merit and determine the implication for future research.  
(SU: Enquiry, Analysis) |

**Masters**

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| Negotiate, plan, organise and execute an independent study of scientific investigation, which demonstrates intellectual rigour pertaining to the chosen field of study.  
(SU: Knowledge & Understanding, Learning, Enquiry, Analysis, Problem Solving) |
| Critically reflect upon, evaluate and disseminate the findings of the investigation, to demonstrate originality and new insights in working in the chosen field of study.  
(SU: Communication, Application, Reflection) |

The learning outcome statements have been cross-referenced to Staffordshire University’s set of generic learning outcomes e.g. Knowledge and Understanding, details of which can be found at: [http://www.staffs.ac.uk/support_depts/quality/forms](http://www.staffs.ac.uk/support_depts/quality/forms)
PROGRAMME STRUCTURE, MODULES AND CREDITS

The programme includes 150 credits of Award core modules and 30 credits of Award option modules, where applicable. This is in line with the West Midlands regionally agreed curriculum for the MSc in Advanced Clinical Practice and includes a recognised ‘core’ curriculum applicable to an Advanced Clinical Practitioner, working in any discipline and in any setting.

Potential Awards:

The award has two potential exit points, for those students who are unable to complete the MSc in Advanced Clinical Practice:

The postgraduate certificate (PgC) in Advanced Health Assessment and Clinical Decision Making will be achieved following successful completion of PgC modules to the value of 60, level 7 credits.

<table>
<thead>
<tr>
<th>TB1</th>
<th>Advanced Clinical Health Assessment (Module Code TBA) (45 credit level 7)</th>
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<tr>
<td>TB2</td>
<td>Clinical Reasoning and Decision making (Module Code to be TBA) (15 credits level 7)</td>
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The postgraduate diploma (PgD) in Advancing Clinical Practice be achieved following successful completion of PgC and PgD modules to the value of 90 level 7 credits plus 30 level 6 credits or 120 level 7 credits.

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<tr>
<th>TB1</th>
<th>Leadership (NURS70664) (15 credits level 7)</th>
<th>Independent/ Supplementary Nurse Prescribing (NURS70495) (30 credits level 7) or Independent/ Supplementary Prescribing for Allied Health Professionals (NURS70550) (30 credits level 7)</th>
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<tr>
<td>TB2</td>
<td></td>
<td>Or 30 level 7 credits (in negotiation with the award leader)</td>
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<tr>
<td>TB3</td>
<td>Research Methods and Methodologies (PPDE70171) (15 Credits Level 7)</td>
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Once you have has successfully completed the Postgraduate Diploma, you are eligible to register for the Masters Dissertation. The award of Master of Science (MSc) in Advanced Clinical Practice will be awarded following successful completion of modules to the value of 180 level 7 credits or 30 level 6 credits and 150 level 7 credits.

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<tr>
<th>TB1</th>
<th>Master Dissertation (PPDE70149) (60 Credits and level 7)</th>
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<tr>
<td>TB2</td>
<td>Project Based Change Dissertation (PPDE70211) (60 Credits at Level 7)</td>
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Progression:

In order to progress from one stage of an award to another (i.e. PgC to PgD, PgD to Masters), you must complete the proceeding stage although modules in year two can be undertaken in any order. In order for you to progress to the dissertation / project you must have passed 120 credits.

All core modules must be undertaken. In view of the requirements from HEWM for standardised ACP training, for those students whose professional registration allows you to undertake Independent/ Supplementary Nurse Prescribing or Independent/Supplementary Prescribing for Allied Health Professionals this module will be a core module. If your professional qualification does not allow prescribing, 30 credits from the option modules can be used as an alternative. In addition, if you have already undertaken your nurse prescribing you can select option modules to the value of 30 credits from the lifelong learning portfolio however the decision on which modules you can undertake will be made in collaboration with the award leader as the specific module learning outcomes will need to match the programmes learning outcomes.

Registration periods:

You have a maximum length of time from when you first register for your award to complete that award and there is also a maximum length of time in which to complete each intermediate level or stage of the award. These maximum registration periods are:

Postgraduate Certificate: 2 years
Postgraduate Diploma: 4 years
MSc: 5 years

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

As a Master’s students you are expected to have a well-developed capacity to organise your own learning. You are advised to draw up a timetable to allocate time to activities which accommodate attendance at the University and for private study, alongside the need to be engaged in clinical practice. Teaching, learning and assessment strategies, have been designed to enable you to achieve a higher level of knowledge and skills which are directly applicable to Advanced Clinical Practice. In addition, it is anticipated this framework will also foster continued acceptance of responsibility for lifelong learning, personal and professional development.

Technology enhanced learning

Given the pressures of everyday clinical practice and the associated financial and time constraints the on-line materials in the award allows you to study in a flexible manner and offers you a range of multimedia approaches to support your learning. Many of the modules incorporate asynchronous discussion with facilitators and peers. Podcasts to support your
learning in addition to the taught component, together with demonstration video and web
based lectures, will also be used.

**Classroom-based learning** will be facilitated mainly by the appropriate module leader, but
can also include other specialist visiting lecturers or clinicians, where this enhances the
module delivery. There is the opportunity to share learning and broaden the theoretical and
clinical knowledge base with peers completing other Master's awards who may be from a
variety of clinical specialities or other disciplines. Critical debate and analysis engendered
through involvement with a wider community of peers, contributes both to the development of
knowledge and skills and also encourages the development of professional networks which
have the potential to continue beyond the completion of the award. Classroom-based learning
consists of a variety of learning strategies aimed at developing the student's conceptual and
evidenced-based body of knowledge. You will bring to this programme of study a wealth of
knowledge and skills. The award is therefore designed to allow development of existing
experience and expertise through the use of active teaching and learning styles. You will be
expected participate in lead lectures and discussion, practical exercises, lead seminars,
workshops and present case studies based on observations of practice as a means of
critiquing and applying theoretical perspectives to an expanding clinical role.

**Independent learning** is facilitated through activities such as directed reading and practical
activities, and co-ordinates with seminar and workshop exercises. A key feature of the
learning experience is the application of modes of teaching and learning which are aimed to
challenge and extend knowledge, link theory to practice and which facilitates independence.
Independent learning activities include critical reflection, professional networking, and the use
of clinical goal action plans, practice-based learning and individual supervision in the clinical
setting.

**Practice-based learning** is a key feature of this programme. You will be required to meet a
set of clinical competencies which will be assessed in practice. Practice based learning days
will include:

- A minimum of 36 days protected time for clinical learning (equivalent of 1 day per week during the Postgraduate Certificate (PgC) from September to August)
- A minimum of 24 days protected time for clinical learning (equivalent of 1 day per week during the Postgraduate Diploma (PgD) from September to May)
- Attendance for classroom-based learning (normally the equivalent of 1 day per week)

Engaging in this essential learning experience will enable you to pursue a range of activities
to meet personal and professional learning needs whilst being present within the specialist
field of practice. This includes the identification and selection of experiential learning activities
such as shadowing, observation, supervised practice, one-to-one instruction, skills teaching
and assessment in order to build particular aspects of competence and enhance individuals’
confidence in their role. Support for clinical preceptors are provided through online and face
to face methods. For example online preceptorship guides are provided so that preceptors
can access this information at a time and place which is more flexible given their clinical
commitments. The module tutors and Award leaders are available for face to face or distance
(telephone/ skype) support.
**Assessment**

Formative methods of assessment are used to provide feedback on progress and to assist in the preparation for some summative assessments. Formative assessment, which does not count toward final grading, is an important part of undertaking this award and you will often be directed to take part in tasks/discussion/activities that are not assessed. This is a part of the active learning approach that is central to acquiring the learning outcomes at both modular and award level. Other examples of formative feedback include skills laboratory practice, scenario discussions, role play, mock Objective Structured Clinical Examination (OSCE) practice, group tutorials related to assignments with formative feedback on an assignment plan and feedback from clinical preceptor in a clinical practice setting.

A diverse range of summative methods of assessment are used to enhance your learning. Examples, of the range of assessment formats offered include essays, poster presentations, portfolio development, passing of Clinical competencies, OSCE’s, examinations and reflective assignments.

Assessments are designed to enable you to achieve the range of Masters level knowledge, skills and attributes in the context of Advanced Clinical Practice. The assessments are also designed to ensure tutors can assess the extent to which you are able to demonstrate the required learning outcomes (above). The Module Descriptors indicate the direct link between learning outcomes and assessments; and are designed so as to most appropriately assess knowledge of core content of each module.

**ADDITIONAL INFORMATION**

**Entry Requirements**

**What qualifications would I need to join this programme?**

**Entry Requirements (including IELTS score)**

For those whose first language is not English you need to demonstrate a minimum of:
- a minimum score of 7.0 in IELTS (International English Language Testing System) as administered by the British Council in most countries
- a minimum score of 550 in TOEFL (Test of English as a Foreign Language) or 213 in the computer-based test. [TOEFL results must include a minimum score of 4.5 for the TWE (Test of Written English) or Cambridge Proficiency Grade C.

Entry onto the Award Pathway must comply with the University requirements for admission to Postgraduate Awards. Applicants should normally hold an honours degree (minimum 2:2) from a UK University, or any other qualification deemed to be equivalent to a UK honours degree at this level

**OR**

If an applicant does not have an honours degree she/he may still be admitted if he/she has significant appropriate experience and can provide evidence of ability to undertake the course successfully and benefit from it. A professional portfolio indicating achievements is an essential tool for this purpose.

Applicants must also meet the following criteria:
Three years post registration experience, registered with an appropriate professional body, students must be appropriately clinically based (with appropriate liability insurance provision – employment, or honorary contract) have the written support of their manager who will support the student to achieve protected time for clinical and classroom-based learning and provide written confirmation of an identified clinical preceptor who must be a senior clinician experienced in the field in which the assessment is to take place (for example a Consultant/ Specialist Registrar or GP or an Advanced Practitioner).

On receipt of the above information applicants will then be interviewed by the Award Team to establish suitability for an Advanced Practice Award as described by DH (2010).

Disability Statement
Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: http://www.staffs.ac.uk/study_here/disabled_students/index.jsp

AWARD SPECIFIC INFORMATION

Due to the funding arrangements of this Award the normal ‘Recognition of Prior Learning’ University Policy does not apply. Students who have successfully completed modules within the current Award may be able to transfer to the new Award and access funding from HEWM to complete the Award and these will be considered as ‘Top-up’ Students.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, student support, and academic regulations.

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