Course Handbook
MSc. Advanced Clinical Practice
Academic Year 2019/20
Lynne Harrison, Course Leader
School of Health Sciences

Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
1. Welcome to the course

Welcome to the University of Central Lancashire and in particular, the School of Health Sciences. Members of the teaching team are looking forward to working with you as you move through your Master’s degree. This handbook is relevant to all students undertaking the MSc Advanced Clinical Practice. It contains information that will assist you in completing your course.

This course is aimed at registered practitioners who are moving towards or working in roles within clinical practice that demand, the acquisition of advanced clinical skills, autonomy in decision making and engaging in service improvement activities to develop and expand service provision for patients/clients, service users and carers. As a result you are embarking on a very exciting journey which will provide you with opportunities for personal and professional growth and development.

The course might seem complicated or overwhelming at first glance and you will have been given lots of information to assimilate in a short space of time. Don’t worry completing a masters degree is a marathon not a sprint and there are lots of ‘feeding stations’ (aka help and support mechanisms) to help you on the way. The course handbook is designed as a ‘route map’ to help you get started and to find your way through your course to the finish line.

The course is regularly reviewed by the University and the Course Management Team to ensure that it meets the needs and demands of current practice. Your views are important and you will be asked to take part in course reviews and evaluation in a variety of different ways. If you have any points that you wish to raise regarding the course at any point, please refer them to me in the first instance and I will ensure that your views are directed to the appropriate person or committee.

Enjoy this experience, just like a marathon runner you will experience highs and lows, peaks and troughs but passing the finishing line will bring a huge sense of achievement and you and others will be able to recognise your impact on service provision and patient care.

Best Wishes

Lynne Harrison, Senior Lecturer – Acute, Critical and Emergency Care Team

1.1 Rationale, aims and learning outcomes of the course

The dynamic, complex and challenging nature of contemporary healthcare provision supports the evolution or transformation of the workforce to provide practitioners who are adaptable, flexible and able to respond to unpredictable situations. With the aim of developing a service that are responsive to patient need and enhance outcomes for patients/clients and service users.

The publication of the Multiprofessional Framework for Advanced Clinical Practice (HEE 2017) and the Advanced Clinical Practitioner Apprenticeship standards (Institute for Apprenticeship 2018) provide direction and guidance to inform role development and educational programme to prepare people for this role.
HEE (2017) describes an Advanced Clinical Practitioner as:

“Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a level of practice characterised by a high degree of autonomy and complex decision making. This is underpinned by a master’s level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education and research, with demonstration of core capabilities and area specific clinical competence.

Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people’s experience and improve outcomes.”

This programme of study aims to provide you with the academic award of MSc. Advanced Clinical Practitioner.

The four pillars of Advanced Clinical Practice, Leadership, Clinical Practice, Education and Research (HEE 2017) and the four core standards of Advanced Clinical Practice, Clinical Leadership, Research and Education are embedded throughout the course. The portfolio of core and optional modules enables students and employers to design learning opportunities that support role development.

The aims of the MSc Advanced Clinical Practice and MSc Advanced Clinical Practitioner programme is to prepare and develop health care practitioners, who can lead and develop practice working innovatively with a high level of autonomy combining the four pillars of Advanced Clinical Practice. The programmes are designed to enable students to:

- Practice autonomously and be accountable for judgements and decisions in line with professional codes of practice
- Apply critical thinking and analytical frameworks to develop effective solutions to complex clinical and organisational challenges
- Utilise clinical decision making to manage and co-ordinate differentiated/undifferentiated episodes of care to improve patient outcome/experience
- Promote a culture of values-based care
- Lead and foster interdisciplinary approaches to innovation, quality improvement and service re-design

In year one students will be presented with opportunities to develop advanced consultation, examination, and clinical decision-making skills. Evidence-based practice and quality improvement will be a thread. Students will develop a proposal or plan for a quality improvement in their own area of practice and develop the skills required to conduct a systematic search for and appraise the evidence base that underpins interventions. In addition, students will have the opportunity to select an optional 20-credit module from the Faculty portfolio relevant to their own role development needs.

During year two students will gain leadership experience as they work towards the implementation of their quality improvement project. They will also be involved in teaching, mentorship and / or coaching as they empower others to make the change in practice. Year two offers an opportunity for further options, up to 40 credits to be taken from the Faculty portfolio. At the end of the 2nd year you will complete the module titled Transition to Advanced Clinical Practice.
Examples of optional modules that may be available include: Non-Medical Prescribing, Advancing Musculoskeletal Practice, Managing End of Life Care, Management of Same Day Consultation, Managing Complex Health and Care needs of Frail Older People, Management of Asthma and COPD Management of Long Term Conditions, Injection Therapy, Partnership in Advanced Clinical Practice.

NB: Please note not all modules are offered each year and some modules may not be offered due to insufficient numbers of students.

1.2 Course Team

The course leader provides academic leadership and is responsible for the effective operation of the course. Your course leader will be able to help if you have any concerns, worries, or need to make changes to your programme of study. Your Course Leader is Lynne Harrison.

The course content is ‘packaged’ into modules and each module has a named person who is responsible for the delivery and management of the module. Each module has a designated module leader. The module leader provides module leadership and is responsible for the effective operation of the module. Your module leader will advise you of the module calendar, such as timetable and assessment submission dates and is your first port of call if you need to discuss any matters in specifically related to the module.

Name and Contact Details

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<thead>
<tr>
<th>Name</th>
<th>Contact Details</th>
<th>Role</th>
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<tbody>
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<tr>
<td>Name</td>
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<td></td>
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<td>Gillian Rawlinson</td>
<td><a href="mailto:GRawlinson@uclan.ac.uk">GRawlinson@uclan.ac.uk</a></td>
<td>Module Leader</td>
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<td></td>
<td>Direct dial: 01772 894579</td>
<td>Course Management</td>
</tr>
<tr>
<td></td>
<td>Office location: BB126</td>
<td>Committee Member</td>
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**Tripartite Model**

This course is built on a philosophy of Work Based Learning. It is designed to promote the development of effective relationship between a student (employee), employer (manager) and the education provider. This tripartite relationship supports and facilitates:

- A partnership between the student, lecturers and managers to ensure that learning activity is focused and targeted to role evolution for the student and the needs of the employer.
- Involvement of health care users and health care organisations as sources of evidence of learning and outcome.
- Promotion of cultural change through collegial relationships and the development of learning environments which support the student’s growth, progression and development.

**Manager**

The manager provides the key to the educational culture and environment of the employing organisation. Assisting the student to negotiate a clinical learning partnership in practice and enabling practice and education to interact in a facilitative and supportive manner. Your line manager can help engineer learning opportunities, provide on-going support and assist in assessment.

**Practice Based Mentor**

A Practice-Based Mentor is a registered clinician with the necessary skills and qualifications, who will work with the student in an environment that will expose them to a caseload that will allow development of the advanced clinical skills. If you choose/are assigned a medical mentor, you are encouraged to have an additional nursing supporter to encourage a hybrid approach to learning that sits between the medical and nursing models. Mentors may be identified as persons who hold the respect of colleagues and managers with regard to their clinical and educational skills and awareness. Essential criteria for Mentor include the commitment to the maximisation of the students learning, recent and appropriate professional development.

**1.3 Expertise of staff**

The course team have a wide portfolio of academic, clinical, managerial and strategic organisational expertise relevant to each module of study along with an involvement in research and scholarly activities which will positively enhance the learning environment and course materials.

**1.4 Academic Advisor**

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

Your Academic Advisor will also be the supervisor of your Quality Improvement Project.
1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

**Brook Building**
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Please note that academic staff may not respond immediately to your email, especially when out of the hours of 9-5pm. Please note that allowing for other commitments such as annual leave, staff aim to reply to your email within 3 working days of its receipt. Academic staff are involved in a range of activities, for example they teach across several different courses; make placement visits across the Northwest; attend several meetings in and outside the University; carry out their own research; and as a result, you should not expect an instant response. Academic staff may communicate with you by several methods including telephone (mobile and land line), email, Microsoft Teams and Blackboard. All academic staff maintain an Outlook calendar. If you are having difficulty contacting your course leader or one of the lecturers, Campus Admin Services via the Hub will take a message.

1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other Higher education institutions in the UK. If you wish to contact your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports are available via the Blackboard Student Portal.

**External Examiner:**
Sharon Bishop
Senior Lecturer/Programme Director, MSc Advanced Clinical Practice
Birmingham City University

2. Structure of the course
The course is composed of 9 modules (or equivalent), all of which are at academic level 7 (master’s Level). There are six core modules (120 credits) and 3 (60 credits) optional modules. A core module is a module that is a prescribed module on the course i.e. students must study and pass core modules. Optional modules offer students the opportunity to build a course to meet their individual learning needs and that fits with the demands of service, their role and employing organisation. The most popular optional module choice is non-medical prescribing as this is
usually a core competency for an Advanced Clinical Practitioner post, this module is a 
double module and equates to 40-credits. If you already possess a non-medical prescribing 
qualification, you will be able to submit an Accreditation of Prior Learning (APL) claim or 
select other optional module choices. Optional modules allow students to choose modules 
from the broad range of level 7 modules offered by the Faculty of Health and Wellbeing. 
Students will be supported to select modules that will offer them the opportunity to create a 
bespoke package of learning that will enhance their Advanced Clinical Practice role. The 
key principles that will guide and inform choices are listed below;

Designing your course
An Individual Learning Plan will be offer a structured framework for your course. It will 
ensure that choices made during the course will be related to the development of your 
knowledge and skills enabling you to
- focus on improving services to patients
- consider the development of care and clinical pathways within your field
- access organisational and management support
- build on your core skills, competencies and areas of expertise
- complement the work of clinical teams
- adopt evidence-based approaches to care and service delivery
- reflect the needs and wishes of patients and service users
- develop a range of knowledge, skills and competencies that are commensurate with an 
  Advanced Clinical Practitioner role.
## Course at a Glance – Example of Full Time Route

### Year 1

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<tbody>
<tr>
<td>Advanced Consultation, Examination, and Clinical Decision Making (40 credits)</td>
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<tr>
<td>Evidence for Practice (20 credits)</td>
<td>Designing Quality Improvement (20 credits)</td>
<td>Option (20 credits)</td>
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**Individual Learning Plan and Portfolio Development**

### Year 2

<table>
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<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<tbody>
<tr>
<td>Leading Quality Improvement (20 credits)</td>
<td>Transition to Advanced Clinical Practice (20 credits)</td>
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<td>Option (20 credits)</td>
<td>Option (20 credits)</td>
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<td></td>
<td>Or</td>
<td></td>
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<td></td>
<td>Option (40 credits)</td>
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**Individual Learning Plan and Portfolio Development**
2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Core Modules
HI4503 Advanced Consultation, Examination, and Clinical Decision Making
The aim of the module is to enable the practitioner to develop advanced clinical skills pertaining to patient consultation and clinical decision-making.

NU4073 Evidence for Practice
This module aims to underpin the delivery of evidence-based health care, by helping students acquire the knowledge and skills to find, appraise and evaluate the best evidence from research to answer a specific clinical question.

HI4504 Designing Quality Improvement
The module aims to contribute to the development of an Advanced Clinical Practitioner who can analyse the need for change, generate evidence-based innovations and develop a proposal for action.

HI4505 Leading Quality Improvement
The module aims to contribute to the development of an Advanced Clinical Practitioner as a leader to inspire, influence and energise individuals and groups to deliver improvement across diverse professional and organisational boundaries.

HI4506 Transition to Advanced Clinical Practice
This module aims to form a synoptic link between the course modules, allowing the student to demonstrate summation of their academic and work-based learning. It will create a platform for the Advanced Clinical Practice student to illustrate and exemplify their development in the 4 pillars of Advanced Clinical Practice within their defined area of clinical practice.

In addition to the above core modules students can select optional modules to account for 60 credits. The selection is made from the modules available at level 7 from the Faculty portfolio. Please note not all modules are offered each year and some modules may not be offered due to insufficient numbers of students.

<table>
<thead>
<tr>
<th>Module Code and Title</th>
<th>Assessment Strategy</th>
<th>Assessment Date</th>
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<tr>
<td></td>
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<td>(specific dates will be provided by the module leader at the start of each module)</td>
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<tr>
<td>HI4503</td>
<td>Consultation Assessment Case Presentation</td>
<td>March</td>
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<td></td>
<td>July</td>
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Year 1
2.3 Course requirements

To gain the award of MSc Advanced Clinical Practice students must have 180 credits at level 7, which must include the six core modules.

Two exit awards have been built into the course, these awards offer opportunities for students to gain a recognised academic qualification if circumstances mean they cannot continue and complete the full master’s degree. To be offered these awards the module listed much have been successfully completed.

PG Cert Advanced Clinical Practice Requires 60 credits at Level 7 and must include HI4503 plus another 20-credit module.

PG Dip Advanced Clinical Practice Requires 120 credits at Level 7 and must include must include HI4503, NU4073, HI4504 plus another 40 credits)
2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

Students will have normally made some decisions about the length of time that they wish to take the course over, however, sometimes initial plans cannot be maintained. Students who are accessing the course via a Health Education England North West commission would normally be expected to complete the course over a two year period. For other students this time scale may be extended to a maximum of 5 years. Decisions regarding the speed of progression may be influenced by funding and / or personal circumstances. You should discuss your plans with your Personal Tutor or Course Leader in February of each year of study.

2.5 Study Time

2.5.1 Weekly timetable

Rooms for taught sessions are available for view on the online timetable; https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx

Room allocations are subject to change and timetables are updated overnight. You will be notified by email if there is a change to the room allocation for any of your sessions if the change occurs within 24 hours of the planned session.

You must review your timetable on a regular in order to keep up to date with any changes e.g. room allocations. You should get to know the building codes e.g. Greenbank Building is Gr. The University is well signposted and you should be able to find your way around quite easily. Car parking can be a problem. You should consider purchasing car parking permits for your University study days or explore group travel or travel by train/bus as an option.

2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in work-based learning activity and personal private study. For example, a single 20 credit module encompass approximately 200 hours of learning this includes university attendance, work-based learning activities and private, personal study.

The emphasis within the programme will be upon the creation of an adult learning environment with a student-centred approach, which will be essential to your development as an independent learner. You have, as mature practicing professionals, much to contribute to the learning processes. It is believed that an interactive, collegial and creative learning experience, will enable you to develop independent perspectives and embed conceptual understanding of theory and practice constructs. During the course you will have opportunities for reflection, deconstruction of experiences to support the analysis of the synergy between theory and practice.

For greater detail to this expected learning activities, please refer to the module descriptor which can be found in each of the module information packs.

Take time during the first few weeks of the programme to consider the demands which will be placed upon you and how you are going to be in a prime position to meet them. Take time to talk to your family or other important people in your life. Also, liaise early with your Manager to plan your time in clinical practice so your full potential can be realised.
2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Your attendance and engagement with the course is monitored each taught session. This provides staff with the opportunity to identify Students who are not engaging with their studies and to work with them to address any issues that may be impacting on their ability to study. As part of the tripartite meetings between you, your employer and UCLan staff attendance will be discussed. This will give you the opportunity to raise any concerns with regards to your attendance on the programme. You can check your attendance record through myUCLan.

Notification of illness or exceptional requests for leave of absence must be made to:

1. Your employer via the reporting mechanism as directed by your Employer
2. The Course Leader via email
3. The Module Leader for any sessions that you are not able to attend.

In the event of prolonged absence due to illness, you must follow your employer’s policy in relation to reporting this. Any student who has submitted a medical certificate shall refrain from attendance at the University and/or placement if that is recommended by the medical certificate.

Messages of your sickness via other students will not be recognised and you will be marked as absent on the register. Students are recommended to identify a ‘buddy’ who will collect information / handouts from sessions you may miss. A Module Leader may require you to complete defined learning activities prior to the submission of assignments. Prolonged period of absence may extend the duration of your course.

At the start of each lesson you will be required to scan your corporate card against the ‘proximity reader’ to record your attendance (SAM). Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The University has an established learning and teaching strategy that influences and shapes the delivery of this course. ‘Learning’ comes first in the title of this strategy to show its importance in the daily activity of the University. Lecturing and clinical staff will help you to learn. Entering into a new area of knowledge requires you to learn. Looking this up in a thesaurus ‘learn’ can be replaced with: ‘Study’ – ‘be taught’, ‘be trained’, ‘become skilled at’, ‘gain knowledge of’. Equally the word ‘find-out’ instead of ‘learn’ reflects a more personal approach – ‘discover’, ‘realise’, ‘gather’, ‘understand’. You will learn through interacting with lecturers, peers and clinical staff, attending lectures and training sessions, but also through personal development – you will find out. Bringing learning to the forefront of what we the lecturers and clinical staff and you the students do facilitates a mutually supportive learning relationship.
You should not only learn, you should discover how you learn best. The emphasis within the programme will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. The curriculum has been designed to offer you exposure to a range of learning strategies and experiences. These experiences are focused on enabling you to apply your learning in practice. Learning and teaching approaches that are employed include: lectures, seminars, workshops, practical exercises in simulated settings, role play, experiential or work-based learning case studies, group activities, video analysis, and web-based learning.

As experienced professional practitioners, it is anticipated that learning will building upon your existing knowledge and skill set to enable you to demonstrate the requirement of Advanced Clinical Practice. The philosophy of the course includes the belief that the student, brings with them knowledge, practice skills and expertise that can be further developed to facilitate their own professional development and expertise, with the aim of improving the quality of care provided to service users.

Students will be expected to arrive to lectures having read around the subject area thereby facilitating purposeful discussion and critique.

You have, as mature practicing professionals, much to contribute to the learning process. It is believed that an interactive and creative experience, facilitated through team teaching will enable you to mobilise your own strategies to identify independent perspectives and develop conceptual understanding of practice with a critical perspective. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

3.2 Study skills
Students will start the course with a range of experiences in skills for study, based on these experiences you may have ideas about how you learn best or your preferred style of learning. During the course, we will assist you in developing your skills further, through tutorials, assignment preparation sessions, verbal feedback in class as you test out ideas and, feedback on your submitted assignment work. There is a range of timetabled sessions provided by LIS to aid with assignment preparation. You can book to attend these sessions as you wish. For help in relation to study there are a variety of services to support students and these include:

**WISER** [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)

They have a series of workshops that will inform the development of your study skills.

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3.3 Learning resources
3.3.1 Learning Information Services (LIS)
Extensive **resources** are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

The Learning and information services (LIS) offer many services to students. There are books, journals, study areas and access to PC workstations. The Online University Network provides you with onsite and remote (offsite) access to the internet, word-processing and other software applications, e-journals, e-books, e-databases, email, webmail, and Blackboard etc. Detailed information about the full range of services and their opening times can be found on their web pages [http://www.uclan.ac.uk/students/it_library.php](http://www.uclan.ac.uk/students/it_library.php)
Full access to the Library is available to all Students of UCLan with a valid Corporate Card. You will need a Corporate Card to enter and borrow books from the library and to log on to the Network.

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module Leaders will also upload relevant links / policy documents on the module Blackboard site. Blackboard is the brand name for the on-line Virtual Learning Environment (VLE) that UCLan has implemented to support and enhance teaching and learning. You can access Blackboard via the university homepage by clicking on the student tab. All University students have been allocated an area known as their Blackboard module space. Once logged into your Blackboard area you can access all of the modules listed under your name.

3.4 Personal development planning
PDP provides an opportunity for you to develop your capacity for learning by encouraging an on-going cycle of:
• self-reflection on why and how you are learning
• identification of your ‘next steps’ through target setting and action planning
• monitoring and recording of your academic learning, personal development, your skills development and career management.

The Individual Learning Plan (ILP) will be the basis of your PDP planning. You will undertake an assessment of your own knowledge and skills and develop an action plan to addresses any gaps or areas for development. The ILP will relate to the learning outcomes for individual modules. The course portfolio will provide a record of learning and a repository for evidence to demonstrate personal, professional development and achievements.

The main benefits you will achieve by participating in the PDP process are that you will become more:
• self-aware, self-confident, reflective and self-directed in your learning
• able to plan and take responsibility for your own learning
• able to articulate personal goals and evaluate progress and achievement
• able to link your current learning to a wider context and to your future development.

Therefore, by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness.

a. Preparing for your career
This course is designed to enable practitioners to acquire the necessary knowledge and skills required to function as an Advanced Clinical Practitioner. The University cannot confirm a role title on an individual your contract of employment will identified the scope of your role.

4. Student Support
If you have not studied recently, remember to consider the fact that almost every part of your life may undergo change, and this may lead to problems. If this happens to you, don’t imagine that you are on your own. If problems do arise (no matter how minor they may appear to you) try to discuss
them with your academic advisor as soon as possible, as delays can make them harder to resolve. Remember, if you have a problem that you don’t feel you can discuss with the teaching staff, professional counsellors are available. We can help arrange appointments or you can consult your copy of the University’s Guide to Student Services. For further information about student services and wellbeing please access the web page at: https://www.uclan.ac.uk/study_here/support/index.php

4.1 Academic Advisors

Each award has a designated course leader who is responsible for monitoring your overall progress through your award, the achievement of satisfactory assessment results, allowable progression and requests for intercalation or deferment.

Each module has a module leader (who may also be the course leader). This person is responsible for your academic progress within that module and ensures that you are aware of the practical arrangements for the module. The module leader will be the expert who has developed the module and may provide most of the teaching input. In some instances, you may also be allocated a module supervisor who will provide additional academic advice and support as needed, particularly in relation to the module assessment(s).

Each student will be allocated an academic advisor who will usually be a member of staff associated with your course. Your academic advisor is responsible for supporting you throughout the whole of your programme of study, facilitating personal and academic growth. Meetings with your Academic advisor will take place each semester or as and when you require.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information disability@uclan.ac.uk

4.3 Students’ Union

The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.
Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with your health, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at [http://www.uclansu.co.uk/](http://www.uclansu.co.uk/).

5. Assessment

5.1 Assessment Strategy

Assessments are important; they help to evaluate your learning. We believe in assessment for learning.

At the start of each module you will receive assessment information that will provide details of the assessments. If you have more than one assignment for a module, you will find that the submission dates for assessments will be staggered. You should take careful note of when you are expected to submit work. Assessments must be submitted no later than the date on your assignment briefs. If you anticipate that you will have difficulty in meeting assessment deadlines you must report this to your module leader at the earliest possible opportunity.

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

You are responsible for your work. No one else can plan this for you although we will give you a structured approach to achieving set goals throughout the year.

Course assessment

Several modules are assessed in both theory and practice. Theory assessment is by written assignments, presentations, oral viva and examinations. Clinical practice where applicable, will be assessed through a variety of methods (e.g. Objective Structured Clinical Examination (OSCE) and/or the production of a supporting portfolio of evidence/practice assessment document).

You will note in each module descriptor (see module information packs) the pass requirements for each module. For theoretical assignments the pass grade is 50%, all theoretical assessments are marked and moderated in accordance with the School of Health Sciences theoretical marking criteria. Practice
assessments receive a PASS or REFER statement dependent upon achievement of the assessment criteria. **It is very important that you review the guidelines for assessment and understand your responsibilities in the assessment process.**

**Formative and summative assessment**
Formative assessment allows you to review, reflect upon and discuss your progress. The formative session may turn into a tutorial, a learning opportunity, an in class or on-line activity and it may result in an action plan.

Summative assessment is a judgment of your achievement of the learning outcomes. Each module has a summative assessment strategy and you will be given detailed information at the start of each module. Summative assessment allows all students on the module to be assessed as fairly and equitably as possible. A date is set for achievement of summative assessment. It contributes to an overall achievement for an award.

**5.2 Notification of assignments and examination arrangements**
Module leaders will inform you of the requirements for individual assessments.
All pieces of assessed work on submission should:
- Be submitted by the published date and title unless an extension or extenuating circumstances have been agreed.
- Any assignment received up to 5 days late without prior arrangement will receive 50% maximum for that assignment, after 5 days 0%. Please refer to the School of Health Sciences Handbook section on ‘Submission of Assignments’.
- The School is committed to fairness and equality and this is reflected within the marking process for assignment and examinations, therefore, the school has adopted an anonymous approach to marking to further enhance and ensure fairness to the marking process. Please note for certain assessment anonymised marking is not possible i.e. projects, presentations etc.
- A percentage of work is internally moderated and also, externally moderated by the named External Examiner for the module.

**5.3 Referencing**
For the duration of the course, we will use the American Psychological Association 6th Edition (APA) referencing style. Please refer to the Faculty of Health and Wellbeing Referencing Handbook regarding referencing techniques and guidelines.

**5.4 Confidential material**
When you are engaged in courses that involve doing practice placements, documenting research and producing written work, you may be using very sensitive information. As a result, you are required to always respect confidentiality, and to maintain the anonymity of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Where your course leads to a professional award it is more important to pay attention to this issue. In professional courses you will be developing your professional role and responsibilities, which you will require in practice settings in relation to anonymity and confidentiality of the patient/client group

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student. Remember anonymity and confidentiality are not the same thing! The British Medical Association (BMA) define the two as:

“**Confidentiality**: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”
5.5 Cheating, plagiarism, collusion or re-presentation
If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook. Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback
You can play an important part in the process of improving the quality of this programme through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Feedback opportunities:
Module level – module leaders will offer you the opportunity to feedback on the modules at 2 key points. A mid-point evaluation will usually take the format of a general discussion with students looking at ‘things’ that have worked well and ‘things’ that could be enhanced. At the end of the module students will be provided with a Module Evaluation Questionnaire to complete, the information is collated and changes/development will be reported in the Module Information pack.
Course level – The Course Leader will arrange to meet with each cohort twice during the academic year to gather any general feedback related to the course. Students will be provided with a Course Evaluation Form at the end of their programme of study. Information will be used to enhance the course delivery and inform future course developments.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.
8. Appendices

8.1 Programme Specification
**Programme Specification**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

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<table>
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<tbody>
<tr>
<td><strong>1. Awarding Institution/Body</strong></td>
<td>University of Central Lancashire</td>
</tr>
</tbody>
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| **2. Teaching Institution and Location of Delivery** | University of Central Lancashire  
Preston Campus |
| **3. University School/Centre** | School of Health Sciences |
| **4. External Accreditation** |   |
| **5. Title of Final Award** | MSc Advanced Clinical Practice  
MSc Advanced Clinical Practitioner (DA Route) |
| **6. Modes of Attendance offered** | Part time 2-5 years MSc Advanced Clinical Practice  
Full Time - MSc Advanced Clinical Practitioner (DA Route) |
| **7a) UCAS Code** |   |
| **7b) JACS and HECOS Code** | B990  
100473 |
| **7. Relevant Subject Benchmarking** | QAA Master’s Degree Characteristics (2015)  
QAA Health Studies (2016) |
<table>
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<th>Group(s)</th>
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<td>/revision of this form</td>
<td></td>
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<tr>
<td>11. Aims of the Programme</td>
<td>The aims of the MSc Advanced Clinical Practice and MSc Advanced Clinical Practitioner programme is to prepare and develop health care practitioners, who can lead and develop practice working innovatively with a high level of autonomy combining the four pillars of Advanced Clinical Practice. The programmes are designed to enable students to:</td>
</tr>
<tr>
<td></td>
<td>• Practice autonomously and be accountable for judgements and decisions in line with professional codes of practice</td>
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<tr>
<td></td>
<td>• Apply critical thinking and analytical frameworks to develop effective solutions to complex clinical and organisational challenges</td>
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<td></td>
<td>• Utilise clinical decision making to manage and co-ordinate differentiated/undifferentiated episodes of care to improve patient outcome/experience</td>
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<td></td>
<td>• Promote a culture of values-based care</td>
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<td></td>
<td>• Lead and foster interdisciplinary approaches to innovation, quality improvement and service re-design</td>
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</tbody>
</table>
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

A1. Critically reflect upon the relationship between theory, policy and practice that informs the provision of advanced clinical practice.

A2. Critically analyse a diverse range of knowledge related to physical and mental health clinical presentations within a defined scope of practice.

A3. Critically evaluate the factors that influence decision making to support problem solving in differentiated/ undifferentiated situations.

A4. Synthesise knowledge to create new insights and solutions to develop services that are responsive to patient need and enhance outcomes for patients/clients and service users.

A5. Evaluate methods, processes and outcomes from experiences of learning in the workplace.

#### Teaching and Learning Methods

- Key Lectures; Seminars; Case Based Discussions; Online Activities; Role Play and Scenario Based; Service User/Carer Experiential Learning; Peer Review and Feedback; Assessment Preparation Workshop; Work Based Learning.

#### Assessment methods

- Case Presentation; Video Consultation Analysis; Written Examination; Oral Viva; Written Assignment; Poster Presentation; Change Report Presentation; Practice Assessment Document; Project Diary; e –Portfolio.

#### B. Subject-specific skills

B1. Synthesise information to enable independent clinical decision-making, planning and management of care.

B2. Extend and enhance the scope of practice in response to patient/service needs.

B3. Demonstrate the ability to manage complex change management issues and formulate appropriate resolution strategies.

B4. Empower colleagues and patients/clients, through education, mentoring and role modelling.

B5. Exercise resilient leadership to ensure best care.


#### Teaching and Learning Methods

- Key Lectures; Seminars; Case Based Discussions; Online Activities; Role Play and Scenario Based; Service User/Carer Experiential Learning; Peer Review and Feedback; Assessment Preparation Workshop; Work Based Learning.
**Assessment methods**

Case Presentation; Video Consultation Analysis; Written Examination; Oral Viva; Written Assignment; Poster Presentation; Change Report Presentation; Practice Assessment Document; Project Diary; e-Portfolio.

**C. Thinking Skills**

C1. Critically reflect on the synergy between the four pillars of advanced clinical practice in the provision of holistic, person-centred care.

C2. Evaluate and plan academic and professional development of self and others.

C3. Appraise the impact of organisational culture, politics and power relationships in the introduction of the advanced clinical practitioner into service delivery.

C4. Critically appraise research and service evaluation to underpin practice.

C5. Synthesise information to inform autonomous clinical reasoning.

**Teaching and Learning Methods**

Key Lectures; Seminars; Case Based Discussions; Online Activities; Role Play and Scenario Based; Service User/Carer Experiential Learning; Peer Review and Feedback; Assessment Preparation Workshop; Work Based Learning.

**Assessment methods**

Case Presentation; Video Consultation Analysis; Written Examination; Oral Viva; Written Assignment; Poster Presentation; Change Report Presentation; Practice Assessment Document; Project Diary; e-Portfolio.

**D. Other skills relevant to employability and personal development**

D1. Demonstrate professional autonomy, in order to extend the scope of practice within organisational and regulatory frameworks.

D2. Facilitate and promote the achievement of the objectives of their employing organisation.

D3. Advocate for and contribute to a culture of organisational learning to inspire others.

D4. Lead in the delivery of high quality services, evaluating the processes and outcomes of change using appropriate information and quality metrics.

D5. Promote interagency working, acting as a resource within the care team and with other stakeholders.

D6. Conduct a learning needs analysis and negotiate an individualised learning plan that reflects and responds to professional development and role requirements.

**Teaching and Learning Methods**
<p>| Key Lectures; Seminars; Case Based Discussions; Online Activities; Role Play and Scenario Based; Service User/Carer Experiential Learning; Peer Review and Feedback; Assessment Preparation Workshop; Work Based Learning. |
| Assessment methods |
| Case Presentation; Video Consultation Analysis; Written Examination; Oral Viva; Written Assignment; Poster Presentation; Change Report Presentation; Practice Assessment Document; Project Diary; e–Portfolio. |</p>
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<th>Credit rating</th>
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<td>Advanced Consultation, Examination, and Clinical Decision Making</td>
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<td></td>
<td>NU4073</td>
<td>Evidence for Practice</td>
<td>20</td>
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<td></td>
<td>HI4504</td>
<td>Designing Quality Improvement</td>
<td>20</td>
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<td></td>
<td>HI4505</td>
<td>Leading Quality Improvement</td>
<td>20</td>
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<tr>
<td></td>
<td>HI4506</td>
<td>Transition to Advanced Clinical Practice</td>
<td>20</td>
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<td></td>
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<td>Plus the equivalence of 3 x 20 credits from the Faculty Portfolio</td>
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</table>

14. Awards and Credits*

**MSc Advanced Clinical Practice and MSc Advanced Clinical Practitioner (DA Route)**
Requires 180 credits at Level 7

**PG Dip Advanced Clinical Practice**
Requires 120 credits at Level 7
(must include HI4503; plus NU4073, HI4504 plus another 40 credits)

**PG Cert Advanced Clinical Practice**
Requires 60 credits at Level 7
(must include HI4503 plus another 20 credits)

15. Personal Development Planning
PDP is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development.

The overall aim of PDP is to help the student to:

- Become more effective, independent and a confident self-directed learner
- Understand how they are learning and relate to a wider context
- Improve their general skills for study and career management
- Articulate personal goals and evaluate progress towards their achievement
- Develop a positive attitude to learning throughout life

Within these Courses, Learner’s will be supported to develop and evolve their Advanced Clinical Practice role, as articulated in the Four Pillars of Advanced Clinical Practice:

Education
Leadership
Research
Clinical Practice

Learners will maintain an e-portfolio throughout the duration of their course. The e-portfolio will be structured around the Four Pillars of Advanced Clinical Practice. In addition Individual Learning Plans will be utilised to support the learner.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

*Correct as at date of approval. For latest information, please consult the University’s website.

- Have a first degree (2:2 class or above) or equivalent, in a relevant subject (i.e. health related, pure science or social science) from an approved institution of higher education. If you do not meet these criteria, you are advised to contact the course leader for advice. Transfer of credits in accordance with University regulations may be possible.
- Have a current professional registration with a relevant professional/statutory body, such as the Nursing and Midwifery Council, Health and Care Professions Council, General Pharmaceutical Council of Great Britain.
- Have, normally, at least three years post registration clinical experience in practice OR proof of equivalent experience in practice
• Be working in, or able to access a practice environment that will enable them to meet and achieve the course learning outcomes.
• Have identified a work-based mentor/mentors, who will support and guide your development throughout the course.
• Be able to provide relevant references.

Your application will be considered on its merits, and in the light of the nature and scope of the programme. You may be invited for an informal discussion before being offered a place. Identification of the funding source for course fees will be required.

Specific Entry Requirements

Higher Degree Apprenticeship learners who cannot evidence the achievement of English & Maths GCSE level 4 (minimum) or equivalent; will need to achieve this level prior to completing the End-Point Assessment.

For the Higher Degree Apprenticeship route, a Degree Apprenticeship Employment Contract with a minimum of 30 hours is required.

17. Key sources of information about the programme

• Fact sheet: http://www.uclan.ac.uk
• Course Enquiries School of Health – Telephone +44 (0)1772 892400 or email: cenquiries@uclan.ac.uk.
• Course Leader – Lynne Harrison Tel 01772 893617 Email: Lharrison2@uclan.ac.uk
• Contact Brook Hub Tel (+44) 01772 891992 / 891993
## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
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<td></td>
<td>Knowledge and understanding</td>
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<td></td>
<td></td>
<td></td>
<td>A1</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>HI4503</td>
<td>Advanced Consultation, Examination, and Clinical Decision Making</td>
<td>Core</td>
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<tr>
<td></td>
<td>HI4504</td>
<td>Designing Quality Improvement</td>
<td>Core</td>
<td>✓</td>
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<td>HI4505</td>
<td>Leading Quality Improvement</td>
<td>Core</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HI4506</td>
<td>Transition to Advanced Clinical Practice</td>
<td>Core</td>
<td>✓</td>
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<tr>
<td></td>
<td>NU4073</td>
<td>Evidence for Practice</td>
<td>Core</td>
<td>✓</td>
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<tr>
<td>Option Modules</td>
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**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: PG Diploma Advanced Clinical Practice

Knowledge and Understanding

A1. Critically reflect upon the relationship between theory, policy and practice that informs the provision of advanced clinical practice.

A2. Critically analyse a diverse range of knowledge related to physical and mental health clinical presentations within a defined scope of practice.

A3. Critically evaluate the factors that influence decision making to support problem solving in differentiated/ undifferentiated situations.

A4. Synthesise knowledge to create new insights and solutions to develop services that are responsive to patient need and enhance outcomes for patients/clients and service users.

A5. Evaluate methods, processes and outcomes from experiences of learning in the workplace.

Subject Specific Skills

B1. Synthesise information to enable independent clinical decision-making, planning and management of care.

B2. Extend and enhance the scope of practice in response to patient/service needs.

B4. Empower colleagues and patients/clients, through education, mentoring and role modelling.


Thinking Skills

C1.

C2. Evaluate and plan academic and professional development of self and others.

C3. Appraise the impact of organisational culture, politics and power relationships in the introduction of the advanced clinical practitioner into service delivery.

C4. Critically appraise research and service evaluation to underpin practice.
C5. Demonstrate professional autonomy, in order to extend the scope of practice within organisational and regulatory frameworks.

Other skills relevant to employability and personal development

D1. Demonstrate professional autonomy, in order to extend the scope of practice within organisational and regulatory frameworks.

D2. Facilitate and promote the achievement of the objectives of their employing organisation

D3. Advocate for and contribute to a culture of organisational learning to inspire others.

D4

D5. Promote interagency working, acting as a resource within the care team and with other stakeholders.

D6. Conduct a learning needs analysis and negotiate an individualised learning plan that reflects and responds to professional development and role requirements.

Learning outcomes for the award of: PG Cert Advanced Clinical Practice

Knowledge and Understanding

A1. Critically reflect upon the relationship between theory, policy and practice that informs the provision of advanced clinical practice.

A2. Critically analyse a diverse range of knowledge related to physical and mental health clinical presentations within a defined scope of practice.

A3. Critically evaluate the factors that influence decision making to support problem solving in differentiated/ undifferentiated situations.

A4. Synthesise knowledge to create new insights and solutions to develop services that are responsive to patient need and enhance outcomes for patients/clients and service users.

A5. Evaluate methods, processes and outcomes from experiences of learning in the workplace.
Subject Specific Skills

B1. Synthesise information to enable independent clinical decision-making, planning and management of care.

B2. Extend and enhance the scope of practice in response to patient/service needs.


Thinking Skills

C1.

C2. Evaluate and plan academic and professional development of self and others.

C5. Demonstrate professional autonomy, in order to extend the scope of practice within organisational and regulatory frameworks.

Other skills relevant to employability and personal development

D1. Demonstrate professional autonomy, in order to extend the scope of practice within organisational and regulatory frameworks.

D3. Advocate for and contribute to a culture of organisational learning to inspire others.

D5. Promote interagency working, acting as a resource within the care team and with other stakeholders.