

Programme Title and Name of Award	MSc Advanced Clinical Practice		
Academic Level	Level 7	Total Credits	180
Professional Body Accreditation / Qualification	<p>This programme is accredited by the Royal College of Nursing (RCN). Successful completion of the programme will entitle you to a certificate of completion to the required standard.</p> <p>For nurses only, on successful completion of the programme you will be able to credential with the Royal College of Nursing's database for Advanced Level Nursing Practice. This is fee free for the first 3 years.</p>		
Date of Professional Body Accreditation	25.06.2018	Accreditation Period	*5 years until 31.08.2023, with annual monitoring in the interim by the Royal College of Nursing (RCN)
UCAS Code	n/a		
JACS Code	B790		
HECoS Code	100476		
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For accreditation of prior learning (APL), please refer to the University website.</p> <p>As well as standard APL, we can offer APL for the following:</p> <ul style="list-style-type: none"> Nurse/Advanced Practitioner (RCN approved courses only) graduates will be exempt from the Objective Structured Clinical Examinations (OSCEs). This will be dealt with via the University APL procedures. <p>If you have Non-Medical Prescribing at level 6, then under university regulations we can APL 20 credits into this programme.</p> <p>If you have Non-Medical Prescribing at level 7 and were awarded 40 credits or more, you will be able to APL a maximum of 40 credits.</p> <p>If you have Non-Medical Prescribing at level 7 and were awarded 35 credits or less you will be able to APL a maximum of 20 credits.</p>		

Detailed criteria for admission to this programme can be found on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/postgraduate/advanced-practice-clinical/>

The following additional requirements apply for entry to this programme:

- Applicants must be a registered health care professional currently registered on their associated professional register;
- Applicants must have a minimum 3 years post qualification experience;
- You are required to have a clinical practice facilitator to support your clinical learning and undertake practice assessments. This must be a GMC registered Doctor or a qualified ACP/ANP.
- Placements are subject to a self administered educational audit of the learning environment.
- Normally you must hold an Honours degree classification 2ii or above in a cognisant subject.
- If you do not hold a 2ii Honours degree you will be considered as a non-standard entrant. Standard University practice will be followed with respect to you, if you are without traditional entry requirements. Non-standard entrants are required to demonstrate ability to benefit from and successfully complete the course. All non-standard entrants are interviewed.
- You will need to provide evidence of successful study at Level 6 (or equivalent) within the last 5 years.
- If English is your second language you may be required to provide evidence of passing an International Language Testing System (IELTS) with a score of 7.0 with a mean score of 6.5 in all elements.
- You will be interviewed by a member of the Advanced Practice team, this interview will be conducted by telephone.
- The application must be supported by two references one of which must make reference to the applicant's professional competence. One referee must be the applicant's current employer.
- Applicants must have support from employers to undertake this educational route.
- It is expected that you will have in place a satisfactory enhanced Disclosure and Barring Service (DBS) check. If an additional DBS check is required as it is for the Non-Medical Prescribing programme, it is the responsibility of the student or employer, to arrange for and fund this. Please see <https://www.cumbria.ac.uk/applicants/offers/dbs-information/>
- If you undertake a placement outside a Contract of Employment with the placement provider, there is an

	expectation that adequate arrangements for Indemnity Insurance will be in place and this is your responsibility.
Teaching Institution	University of Cumbria
Owning Department	Nursing, Health and Professional Practice
Programme delivered in conjunction with	Work Place learning facilitators within Trusts, CCGs and private providers
Principal Mode of Delivery	The majority of the programme is undertaken by Distance Learning, however, you will attend either Lancaster or London campus for the programme induction for 3 days and Lancaster, Carlisle Fusehill Street or London campus for OSCEs for 3 days. You will also have to attend on campus for the required number of compulsory study days for the Non-Medical Prescribing programme.
Pattern of Delivery	Part - time
Delivery Site(s)	Lancaster, Carlisle and London campuses
Programme Length	3 years part time, with a maximum registration period of 5 years
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. PGCert Healthcare on achievement of 60 level 7 credits PGDip Healthcare on achievement of 120 level 7 credits but if you fail the qualificatory practice units. PGDip in Advanced Clinical Practice on achievement of 120 level 7 credits and successful completion of the qualificatory practice units
Period of Approval	September 2018 – August 2023, aligned to RCN Accreditation*

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities

- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

The MSc Advanced Clinical Practice programme aims to provide a robust and flexible post graduate framework for Nurses, Midwives and all Health & Care Professions Council (HCPC) Professionals to advance their knowledge, understanding and skills in order to be responsive to the rapidly changing nature of healthcare in the 21st Century.

In previous years advanced practice education and practice has been aligned with the Department of Health guidance issued in 2010 within its' position statement defining competencies within their four pillars of practice. These have been encompassed into the *Multi-Professional Framework for Advanced Clinical Practice in England (HEE, 2017)* and which form the basis of the programme in the form of four key pillars with their associated capabilities namely:

1. Clinical Practice
2. Leadership and Management
3. Education
4. Research

This framework builds upon standards developed in the other three countries within the United Kingdom (Welsh, Scottish and Northern Ireland standards) to develop a robust and consistent approach to advanced practice education and practice. This framework has been developed following recognition that previously there was no agreed definition of advanced practice and disparities in level of education with difficulties in applying these across differing professional boundaries and contexts in healthcare.

Therefore, this framework provides the agreed standard for the requirements of advanced clinical practice and the definition of the level of advanced practice to be applied to registered health and care professions and which are core aspects of this programme. It has been developed for use across all settings including primary care, community care, acute, mental health and learning disabilities.

The definition of advanced practice is:

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 experiences and improve outcomes. (Health Education England 2017, p.8)

In order to face the current and future workforce challenges as highlighted in *the NHS England Five Year Forward Review (2014)* and *NHS England Next Steps on the Five Year Forward View (2017)* the increase in demand on services is intensifying the pressure on the workforce which have resulted in significant gaps. Advanced clinical practitioners are in a prime position to span this workforce gap

evident within the growth of advanced clinical practitioner roles across the healthcare spectrum.

The advanced clinical practice programme encompasses the features of *the Multi-professional Framework for Advanced Clinical Practice in England (HEE, 2017)* ensuring its' graduates are fit for purpose with achievement of these core capabilities and are able to practice at the required standard and level of advanced practice. The programme will develop your skills, knowledge and competence through engagement with online learning as well as work based learning within your own area of practice which will encourage the development of area specific competencies. Learning activities should be supervised by a clinical facilitator with development of learning contracts to enable core competencies to be developed according to your individual learning needs as well as external placements where specific competencies cannot be achieved within your own workplace. This will ensure the full range of competencies are achieved which will enhance your employability across all areas of the health care spectrum.

You will study this programme over 3 years and will undertake 60 credits per year, which equates to one module per term. Each module has been designed to take you through the pillars of practice and build up your theoretical knowledge base and clinical skills. You will soon see how your academic and workplace learning are woven into the programme to enable you to 'marry' together the new knowledge and clinical skills that enable you to become an advanced practitioner. We have used this interweaving of practice and learning for many years very successfully to enable you to become a competent advanced practitioner.

Non-Medical Prescribing (NMP) is an inherent part of the advanced practice framework and for RCN credentialing is compulsory, therefore NMP is embedded into this Masters programme.

In order to undertake the NMP programme, you must demonstrate you meet the relevant legal and professional statutory regulatory body (PRSB) criteria for entry to the programme and for eligibility for a prescribing role on successful completion. You will also be required to demonstrate you are eligible to prescribe in accordance with UK legislation, and be registered with the appropriate UK PRSB. For those professions who are yet unable to prescribe, or if you are an international student you will take 40 credits of optional modules in year 2 from a selection.

By studying on a distance learning programme you have the flexibility to undertake the work asynchronously but within a set time frame. We purposefully ensure that we run your set tasks from mid-week to enable you to post at the weekends if this is more appropriate for you. You do not have to attend class on a regular basis and this always proves to be beneficial to you and your employers.

We are very flexible in our approach to your education and realise that sometimes you cannot always study continuously. If your circumstances change at any point in the programme and you are finding study difficult we can allow you to take time out (intercalate) for a set period, and then enable you to rejoin the next cohort. This is an option that some students have taken and have gone on to continue studies and graduate. This flexible approach to your studies can give you the time out you need without having to leave the programme.

We remain the only distance learning advanced practice programme in the UK, and have been delivering online learning since 2002. We have a very good national reputation for advanced practice and continue to be one of the leading providers of advanced practice in the UK. Due to the nature of Non-Medical Prescribing (NMP), you will have to attend compulsory on campus study days, if you undertake NMP as part of this programme.

You will also attend either Lancaster or London Campus for the 3 day programme induction and will be required to attend for 3 days for pre OSCE Workshops and the OSCE examination.

References:

Health Education England (2017). *Multi-Professional Framework for Advanced Clinical Practice in England*. Available at: <https://www.hee.nhs.uk/sites/default/files/documents/Multi-professional%20framework%20for%20advanced%20clinical%20practice%20in%20England.pdf>

NHS England (2014). *Five Year Forward View*. Available at: <https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf>

NHS England (2017). *Next steps on the NHS Five Year Forward View*. Available at: <https://www.england.nhs.uk/wp-content/uploads/2017/03/NEXT-STEPS-ON-THE-NHS-FIVE-YEAR-FORWARD-VIEW.pdf>

Aims of the Programme

The overall aims of the Programme are:

- Aim 1: Develop a comprehensive and systematic knowledge and practical understanding of how techniques of rigorous enquiry enable the critical appraisal, interpretation and application of evidence as it concerns the field of advanced practice.
- Aim 2: Critically evaluate modes of clinical decision making in the area of advanced practice and the impact and interaction of judgement and decision making in complex and unpredictable situations.
- Aim 3: Critically appraise different models of leadership and management and apply them appropriately to enable advanced practice service development and improvement, demonstrating originality of thought and the development of strategic thinking in response to a changing and dynamic practice environment and to health and social policy.
- Aim 4: Critically appraise a range of theoretical concepts and frameworks for collaborative working and therapeutic relationships (embracing equality and diversity), demonstrating mastery in their application and innovative approaches to multi-agency working in the arena of advanced practice, including user/carer engagement and team working.
- Aim 5: Critically review the complex nature of sociocultural, economic, political, technological, legal, professional and ethical concepts as they apply to the field of advanced practice.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent

scholarship and current statutory regulations.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following following and demonstrate the core capabilities of the Multiprofessional Framework for Advanced Practice :

At the end of the programme you will have demonstrated a systematic understanding and critical awareness of the following areas of practice that are fundamental to advanced practice.

K1. The philosophical principles, theories and policy drivers that underpin advanced practice and the complexities of professional, ethical and legal perspectives.

K2. Take a clinical history in complex situations, being systematic and creative and utilise physical examinations, psychological wellbeing and diagnostic testing to enable safe problem solving, diagnostic reasoning and evidence based treatment planning.

K3. Use complex reasoning, critical thinking, problem solving, reflection and analysis to inform your assessments, clinical judgements and decisions.

K4. Use evidence based approaches and risk assessment in clinical decision making and be able to give a rationale for diagnosis and treatment.

K5. The effect of pathophysiological, psycho-social and developmental factors upon disease presentation and management.

K6. Theories and research to support innovative approaches to leadership and management and develop collaborative and effective working partnerships.

K7. Develops self and others through education, research and the use of audit of their own and the practice of others.

K8. Develops practices and roles that are appropriate to patient and service need through understanding the implications of and applying epidemiological, demographic, social, political and professional trends and developments.

K9. Develops and utilises health promotion and disease prevention strategies and comprehensively assess patients for risk-factors and early signs of disease.

K10. Working across professional, organisational and system boundaries and proactively develop and sustain new partnerships and networks to influence and improve healthcare outcomes.

Programme Outcomes for Exit Awards

After 60 credits of study AT LEVEL 7 (PGCert Healthcare) you will be able to demonstrate:

Knowledge and Understanding: Outcomes K1, K2, K3, K4, K5, K9

After 120 credits of study AT LEVEL 7 (PGDip Healthcare) you will be able to demonstrate:

Knowledge and Understanding: Outcomes K1, K2, K3, K4, K5, K6, K7, K9

After 120 credits of study AT LEVEL 7 (PGDip Advanced Clinical Practice) and completion of qualificatory practice units you will be able to demonstrate:

Knowledge and Understanding: Outcomes K1, K2, K3, K4, K5, K6, K7, K9, K10

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following and demonstrate the core capabilities of the Multiprofessional Framework for Advanced Practice:

Intellectual Skills:

If you are successful at the end of the programme you will be able to:

S1: Make rational and sound professional judgements and use a range of techniques in relation to the assessment of health needs of individuals.

S2: Seek and critically evaluate evidence based approaches to diagnostic interventions

S3: Use models of leadership and collaborative working to effectively develop partnerships with individuals, families, groups, communities and agencies working together for health improvement.

S4: Influence policy and advanced practice at local and regional level.

Practical / Professional Skills:

If you are successful at the end of the programme you will be able to:

S5: Demonstrate ability to systematically and holistically search for health needs at individual, family, group and community level.

S6: Plan, deliver and evaluate evidence advanced practice interventions.

S7: Demonstrate the use of effective interpersonal skills for the development of therapeutic partnerships with individuals, families, groups and communities in order to support and empower them in enhancing their health and well-being.

S8: Use effective communication, negotiation and leadership skills in effective collaborative working with statutory, voluntary and private agencies.

S9: Undertake health assessment, screening and surveillance with individuals, families, groups and communities for health protection, prevention of ill-health and to promote health and well-being.

S10: Work at all times within professional, legal and ethical codes of conduct and frameworks for practice.

Employability:

If you are successful at the end of the programme you will be able to:

S11: Work effectively within professional, ethical and legal frameworks, able to reflect upon own practice and that of others and take responsibility for own professional practice.

S11.2 Work in effective partnerships with others, in a range of different situations and settings.

S12 Use higher level communication skills that include verbal, non-verbal, written and electronic

means to convey information.

S13 Use proactive leadership, change and resource management skills, interacting effectively in teams.

S14 Use information technology systems effectively to access, analyse and interpret data, research findings and the evidence base for advanced practice..

S15 Manage complex situations, drawing upon and applying appropriate evidence based tools and interventions.

Programme Outcomes for Exit Awards

After 60 credits of study AT LEVEL 7 (PGCert Healthcare) you will be able to demonstrate:

Intellectual Skills: Outcomes S1, S2

Practical/Professional Skills: Outcomes S6, S7, S9, S10

Employability: Outcomes S11, S11.2, S12, S14, S15

After 120 credits of study AT LEVEL 7 (PGDip Healthcare) you will be able to demonstrate:

Intellectual Skills: Outcomes S1, S2, S3, S4

Practical/Professional Skills: Outcomes S5, S6, S7, S8, S9, S10

Employability: Outcomes S11, S11.2, S12, S13, S15

After 120 credits of study AT LEVEL 7 (PGDip Advanced Clinical Practice) and completion of qualificatory practice units you will be able to demonstrate:

Intellectual Skills: Outcomes S1, S2, S3, S4

Practical/Professional Skills: Outcomes S5, S6, S7, S8, S9, S10

Employability: Outcomes S11, S11.2, S12, S13, S14, S15

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

There are no level 7 QAA subject benchmarks to which the programme relates, especially in view of it's multi-professional design.

RCN Accreditation Standards for Advanced Practice (2012) currently being updated, publication delayed

Health Education England (2017). *Multi-Professional Framework for Advanced Clinical Practice in England* <https://www.hee.nhs.uk/our-work/advanced-clinical-practice/multi-professional-framework>

Health & Care Professions Council (2016). *Standards of conduct, performance and ethics*. <http://www.hcpc-uk.org/assets/documents/10004EDFStandardsofconduct,performanceandethics.pdf>

Nursing and Midwifery Council (2015). *The Code: Professional standards of practice and behaviour for nurses and midwives*. <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies can be found at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843

The Francis Report (2013) <http://www.rcgp.org.uk/policy/rcgp-policy-areas/francis-report.aspx>
[Master's Degree Characteristics Statement](#)

Characteristics **Statement** UK Quality Code for Higher Education Part A: Setting and maintaining academic standards **Master's** Degree September 2015 Contents

- [UoC Vision, Mission and Values](#)
- [UoC Corporate Strategy](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC Departmental Business Plan for NHPP
- [UoC Academic Regulations and Academic Procedures and Processes](#)

Graduate Prospects

You will already be in job roles within some area of the health sector when you begin your studies. After completion our graduates may become advanced clinical practitioners and take on senior roles within health care services that include primary, Secondary, tertiary and armed services care.

By following the Multi-Professional Framework for Advanced Clinical Practice in England (HEE, 2017), you will have a portable qualification that will enable you to work across many fields of advanced practice.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

The programme uses a variety of methods and strategies which will ensure the development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independence-based learning. You will be engaged in activities that whilst intellectually challenging will stimulate your independence and autonomy which will be reflected in your professional roles.

The programme is online, at a distance and therefore will use the full range of UoC digital resources and supported communication through learning technology. Additionally documents will be used that are not always Word based but that are PDF's allowing for viewing from multiple platforms.

You will be required to have access to the internet for the duration of the programme. You may find that your employer may 'block' access to external sites, so if this is the case please discuss with your employer and IT services how this could be managed.

You can download the Blackboard app when you begin the programme onto any mobile phone or device so that you can truly engage in your education anywhere in the world. We have had examples of this with service personnel who have been posted to far flung locations across the globe who have been able to continue to engage with the online tasks.

You will engage in set tasks on our online classroom Blackboard site. These tasks will relate to the academic underpinning of your advanced clinical practice and through the use of problem based learning where you are given a 'patient' presentation and asked to work through the information to enable you to make a reasoned clinical diagnosis, be able to articulate the pathophysiological processes underpinning the diagnosis and of course to be able to give an evidence based treatment plan for the patient.

You will be supported online by a tutor who will give you feedback for your set tasks and facilitate your learning. You and your online colleagues will also be encouraged to give peer feedback to your group.

You will be required to undertake extensive reading around your subject area and will be given resources and signposted to materials that will form part of your research into the topic areas.

You will also be learning in the workplace and will be required to document the hours spent in advanced practice training with your facilitator and your additional supervised practice hours. You will be undertaking assessments in practice that relate to the problem based learning patients you will meet on blackboard. As well as this you will be working in practice to demonstrate your achievement of the capabilities of advanced practice. You will be supported in this via blackboard and via practice reviews with your personal tutor. This approach to your study will enable you to 'marry' up the educational underpinning of your clinical practice with your practical assessments of patients in the workplace.

In addition, we make use of our virtual learning community Stilwell especially within the first module of the programme. Stilwell is a multi-media environment which tells the story of a community and the people who live there. It is a rich and comprehensive resource of video, case studies and other texts, linked through a powerful interwoven structure based on the community itself. Stilwell provides a unique educational opportunity as it is a dynamic environment, where individuals interact with each other and society around them. It has been used extensively by students and staff in a variety of disciplines, including local NHS, social care (nurses, paramedics, social workers, rehabilitation and therapists), local government and the police.

Non-Medical Prescribing has its own regulations that govern how you study this module and there is at present a requirement to attend the University for intensive classroom sessions, backed up by online learning.

Workplace learning is supported by a clinical facilitator and role champion who facilitate and support the underpinning contextual knowledge and practical skills, and assist in embedding employable knowledge within the curriculum. The Personal tutor engages with you and your facilitator in practice through the use of practice reviews. There is a wide range of documents that are accessible digitally for you and your facilitator to access and utilise in the work place environment.

Learning is based in academic study and in professional practice. You are actively facilitated to apply and integrate your professional knowledge within your practice and to develop an enquiring critical approach to your study and professional practice.

The delivery of study, academic and digital skills are embedded and extend and adapt definitive resources available centrally and also using online resources, creating an opportunity to present parity in your student experience across the core and optional modules within the programme.

Service user and carer involvement is viewed as an integral part of the programme and we are actively continuing to develop their involvement in curriculum development and delivery. For example, users have been involved in the development of resources within our virtual learning community Stilwell. Practice facilitators involve service users, seeking their opinions when assessing students in their clinical environments contributing to the overall decision regarding competence. You will also carry out many modified IPSOS-MORI patient surveys devised to gain the patient perspective of your consultation with them. These will be used within your work based learning portfolio in QPU HPHA 9005.

We have quality advisors, one of which is a patient user who is present at your OSCE examinations and has input into the feedback process for you as a student and for the examiners. This is seen as good practice by our external examiner and our external advisor. Our external examiner has reported that the OSCE format we use is gold standard both nationally and internationally and he has been impressed with our organisation and fairness of assessment of these examinations.

The University of Cumbria has a Strategy for Public and Patient Involvement in Health and Social Care Programmes which is overseen by the Steering Group. The role of the Steering Group is to emphasise the importance of the patient and the public with experience of health and social care, as a focus for enriching the student experience in terms of student recruitment, curriculum development and delivery and assessment, it is also a forum where good practice is shared and celebrated. The Programme Leader is a member of the Steering Group and is continually seeking new and innovative ways to involve users and carers within your Advanced Clinical Practice programme.

We have a number of students who have successfully studied and graduated from other countries and this of course may enhance your study to be able to engage with students from other healthcare systems.

Summative and Formative Assessment

Learning and assessment are considered as interrelated. Everything that you undertake – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006).

Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourage and enable progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for advanced practice.

The use of Pod-casts and formative assessment feedback will be embedded into the programme to engage students in multiple platforms of learning styles.

Formative assessment is an important feature within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple choice tests. Peer and self-assessment are also used to give students speedy feedback on formative tasks.

Students will also be engaged in the use of our virtual learning environment Blackboard. Formative feedback is provided through the individual work and group work on Blackboard for each specific module. Each week/fortnight the students are given both individual and group feedback on their postings by their online tutor. Some of the work will be linked directly to the assessment item and therefore will be invaluable in allowing the development of writing skills at level 7.

As a student you will be working within a group and will have the opportunity to provide peer feedback to your fellow students, as many of these will be from a different nursing or healthcare professional background, this gives an invaluable opportunity for learning and support of your practice. We actively encourage peer feedback within the academic modules and students have reported how much they have felt supported by their own group members.

Blackboard is a dynamic learning environment where students learn not only through guided study, but also through their interactions between other students in their group. There is cross fertilisation of knowledge and skill sets from the different students perspectives and this then breeds an inquiring mind in this socially constructed community of practice that not only understands their own area of care but how that differs within different areas of health provision.

The weekly work on Blackboard affords students the opportunity to write at Masters level and develop their writing styles and also be given formative feedback by tutors that assists them in the development of their style and ultimately in their written assignments.

Authentic formative and summative assessments utilise the concept of "assessment for learning" and assessments are chosen to provide challenging intellectual and reflective approaches through a variety of means to facilitate the development of an independent and autonomous practitioner:

- Use of virtual learning environment Blackboard
- Facilitated discussion and debate
- Problem based learning
- Reflection on professional practice
- Written assignment
- Professional Portfolio
- OSCE
- Workplace learning
- Case study
- Presentation
- Report
- Critique of national guidance
- Service Innovation report

Workplace learning is facilitated by a designated facilitator within an audited relevant working environment, supported by the University.

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skills development in their learning and practice contexts in order to develop their ability to make sound professional judgments.

The delivery of study, academic and digital skills are embedded within the induction and the full programme and extend and adapt definitive resources available centrally and within the online environment, creating an opportunity to achieve parity in the student experience with onsite students across core modules and student selected options.

Reference:

Nicol & Macfarlane-Dick (2006) "Formative assessment and self regulated learning: A model and seven principles of good feedback" *Studies in Higher Education* vol 31 no.2 pp.199-218

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Your journey will begin through contact with a programme tutor who can talk you through the programme and its requirements. We encourage you to speak to us prior to application as we can guide you through the workplace learning requirements. You will discuss the need for a medical or

advanced practice facilitator and encouraged to seek someone who is prepared to undertake this role. This is an important aspect of the programme as they will be signing off your competence and capabilities later in the programme and they are an inherent and important part of your studies.

Once you have identified a facilitator you will need to complete a learning environment practice audit tool. This audit will require the facilitator to enter into an agreement with us that they will provide the required supervision for you in practice and will support your ongoing learning. The facilitator has their own handbook in which it describes the programme and the huge part that they will play in your clinical development.

You will also be advised to obtain a role champion. This person may be the same as your facilitator or someone else who will support you and become a critical friend whilst you are developing your new role and embedding your new skills.

Interview after application will take place by phone, this time is spent discussing your learning needs and previous skills and knowledge and how you will progress through the programme. It is also a time for you to demonstrate your knowledge into the role of the advanced clinical practitioner and what you envisage for yourself, your employer and most importantly your patients after you qualify.

In terms of support once you are on the programme, you will have a total of 6 practice reviews in which we will contact you usually by phone or skype to discuss your progress in the workplace and how you are developing your skill set. You will be given a workplace learning handbook which is a live document that you and your facilitator complete to enable you to meet the competences and capabilities laid down in the Multi-Professional Framework for Advanced Practice (HEE 2017). Your facilitator is free to contact us at any time to ask questions or to give feedback on your attainment and of course they are an integral part of your practice reviews.

We very much welcome all student feedback whether this be through official reporting or more informal means. We have module surveys for you to complete at the end of each module. We aim to use the feedback to shape the modules for further cohorts. We are aware that you are all busy professionals so sometimes the team is creative about gathering feedback especially around the work based learning aspects to the programme. After you have had your practice review the team meets to discuss any specific issues that you may have raised regarding the academic programme or workplace issues. This way of gathering your feedback is not as formal as some of the university systems, but, we believe it is imperative that your voice as a student is heard and responded to.

Induction

Campus Induction will take place over 3 days at the start of your programme. This will be compulsory. It will take place in Lancaster for most students, but where there is a viable cohort we will aim to have an induction at our London campus on the same days.

Inductions are a valuable way of getting to know and meet your fellow students with whom you will be learning with for the next three years.

The induction aims to provide you with the tools you will require to utilise Blackboard and Turnitin and introduce you to the learning support services who will give you advice on how to use our extensive e-book collection.

The student advisors will also introduce you to level 7 writing skills and help equip you with the skills needed to be able to learn at a distance.

The programme team will introduce you to the online learning environment and to the modules you will be studying. They will also ensure that you are introduced to the learning in practice elements of the programme. We will demonstrate how the academic learning and the workplace learning come together and how each supports the other in terms of your development.

You will have the opportunity to meet your online tutor and to meet your fellow students who you will be learning online with. You will be working online in small groups and by being able to meet and work

with your fellow group members at induction you will get to know them well.

Our students value the time they have at induction and do say that it prepares them for online study.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. We use a range of mediums for tutorial support, telephone, skype and where applicable work place visits to ensure you have the same experience as campus-based students.

Our previous and current students have given us very good feedback around pastoral support and how we can support you to achieve your goals in sometimes challenging circumstances. Our programme is very flexible and if for some reason you need to take some time away from study we can support this through a period of intercalation. You will then rejoin the programme when you are able and this will be supported by your personal tutor who will plan your return with you.

Personal Development Planning

Personal development planning is not embedded into the programme as you will have this undertaken in your place of work as an inherent part of your employment contract. However by undertaking the learning in practice element of the programme you will build up a document that demonstrates your development over the course of the programme and will define your competence capabilities over the programme. This document can be utilised within your employment PDP to support your ongoing development, and where professional re-validation is used it can form part of your documentation to undertake this.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional [Library and Academic Advisors](#). It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

At your interview you will be asked about your IT skills and your abilities to use different online platforms, including social media. We can help develop these skills within the induction programme and

we can support you to develop your skills whilst undertaking the modules.

Staff and Student Services

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Preparing for Postgraduate Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and it is recommended that you undertake this before you start your PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email careerahead@cumbria.ac.uk.

Programme Curriculum Map:					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HPHA 7006	The Clinical Consultation: Embedding Theory into Practice	20	Core	K1, K2, K3, K4, K5, K9 S1, S2, S6, S7, S9, S10, S11, S12, S13, S14,
7	HPHA 7007	Clinical Decision Making: Improving Outcomes in Complex Patients	20	Core	K1, K2, K3, K4, K5, K6, K8, K9, K10 S1, S2, S3, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15
7	HPHA 7008	Analysing Research and Evidence to Inform and Advance Clinical Practice	20	Core	K1, K2, K3, K4, S1, S2, S6, S10, S14, S15
7	HPHA 7009	Leadership for Improving Health Outcomes	20	Core	K1, K4, K6, K7, K8, K9, K10 S3, S5, S6. S7, S8, S9, S10, S11, S12, S13, S15
7	HPHN 7311 HPHN 7413 NMLB6244 & NMLB7117 & HPHN 7115	<p>*Non-Medical Prescribing (module/s undertaken dependant on profession)</p> <ul style="list-style-type: none"> For Nurses: HPHN7311 UAwd Independent/Supplementary Prescribing for Nurses, Midwives and Specialist Community Public Health Nurses (V300) For Pharmacists: HPHN7413 Independent Prescribing for Pharmacists For Allied Health Professionals: NMLB6244 Pharmacology for Prescribing & NMLB7117 Developing Clinical Skills for Non-Medical Prescribing through Work 	40	Optional: You will choose the NMP programme suitable for your professional status	K1, K2, K3, K4, K5, K7, K9, K10 S1, S2, S3, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15

	or HPHN7116	Based Learning & either HPHN7115 Principles of Prescribing Practice in the Context of Allied Health Professionals (Independent/Supplementary Prescribing) or HPHN7116 Principles of Prescribing Practice in the Context of Allied Health Professionals (Supplementary Prescribing)			
7	HPHA 7010	Developing Innovation in Advanced Clinical Practice	40	Core	K1, K2, K3, K6, K7, K8, K10 S3, S4, S8, S10, S11, S12, S13, S14, S15
7	HPHA 9004	Work Place Learning in Clinical Practice	0	Qual	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15
7	HPHA 9005	Work Place Learning for Advanced Clinical Practice (OSCE)	0	Qual	K2, K3, K4, K9, S1, S2, S6, S7, S9, S10, S11, S12, S15
7	HPHA 7011	Health Assessment in Common Childhood Conditions	20	Optional	K1, K2, K3, K4, K5, K7, K8, K9, K10 S1, S6, S7, S8, S9, S10, S11, S12, S13, S15
7	HPHA 7012	Advanced Assessment of the Acutely Ill Child	20	Optional	K1, K2, K3, K4, K5, K7, K8, K9, K10 S1, S2, S6, S7, S8, S9, S10, S11, S12, S14, S15
7	HLLG7011 - 14	Negotiated Learning	20	Optional	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14 S15

7	HPHG 7004	Advanced Pathophysiology and Disease in Practice	20	Optional	K1, K2, K3, K4, K5, K9 S1, S6, S11
7	HPHG 7002	Acute Care: Assessment and Management of the Acutely Ill Adult	20	Optional	K1, K2, K3, K4, K5, K7, K8, K9, K10 S1, S2, S6, S7, S8, S9, S10, S11, S12, S14, S15

Notes

This programme operates in accordance with the [University's Academic Regulations and Academic Procedures and Processes](#), module pass mark: 50% (Postgraduate) with the following permitted exceptions due to the requirements of the professional bodies associated with the Non-Medical Prescribing programme:-

- Modules NMLB6244 and HPHN7311, within the NMP programme, have higher pass marks than the standard University pass mark above, details of these pass marks are given on each Module Descriptor form together with the Notes section within the programme specification for the UAWd Non-Medical Prescribing (for Allied Health Professionals).

You may be able to claim APL against Qualificatory Unit HPHA 9005 if you have an RCN approved Nurse Practitioner/HCP practitioner award where an OSCE was successfully undertaken. Module HPHA 6000 is not a module of study but is included to enable you to claim APL for Non-Medical Prescribing, 20 credits at level 6, as part of your programme. Please contact the APL and Assessment Administrators at apl@cumbria.ac.uk

*In order to undertake the Non-Medical Prescribing Programme (NMP) as part of this award, students must submit a completed application to demonstrate that all entry criteria for the NMP programme are satisfactorily met, the NMP programme is undertaken as a stand alone programme for which, on successful completion, APL is awarded into the MSc Advanced Clinical Practice programme.

You will take just one 20 credit optional module in year 3 from the list available above. Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.

If you are in a profession that is currently unable to undertake Non-Medical Prescribing then you will need to choose 2 optional 20 credit modules in year 2 from those listed above as well as an optional 20 credit module in year 3.

If you have successfully been awarded APL for Non-Medical Prescribing at 40 credits then you will not undertake this and move onto the 3rd year modules earlier.

If you have successfully been awarded APL for Non-Medical Prescribing at 20 credits then you will have to undertake a 20 credit optional module from those listed above in year 2.

If you have been awarded general or specific APL then you may not need to undertake any optional modules, but this will be discussed in detail with you at the time of your application for APL.

A failed student will not be permitted to re-register on the same MSc Advanced Clinical Practice programme including students who exit from the programme with a PGDip Healthcare.

* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed available in the Academic Regulations. Core modules must be taken and successfully passed as these modules provide fundamental knowledge, skills and understanding that you must acquire in order to successfully achieve the learning outcomes of the programme. Condonation of a marginal failure is not permitted on a core module.
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (within the limits set out in the Academic Regulations) In this programme there is no option to carry a marginal fail.
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure: September start				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
HPHA7006	The Clinical Consultation: Embedding Theory into Practice	Early September	Patchwork texts	Early January
HPHA7007	Clinical Decision Making: Improving Outcomes in Complex Patients	Early January	Written assignment	Late April
HPHA7008	Analysing Research and Evidence to Inform and Advance Clinical Practice	Mid April	Written assignment	Early August
HPHA9004	Work Place Learning in Clinical Practice	2 Years Long	Portfolio	Ongoing documentation
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	2 Years Long	Practical skills assessment	None
Students exiting at this point with 60 Credits will receive a PGCert Healthcare				
HPHN7311 or HPHN7413 or NMLB6244 & NMLB7117 & HPHN7115 or	Non-Medical Prescribing (module/s undertaken dependant on profession)	September	As per NMP programme	As per NMP programme

HPHN7116				
HPHA7009	Leadership for Improving Health Outcomes	Late January	Report (70%) Oral assessment/presentation (30%)	Mid May
HPHA9004	Work Place Learning in Clinical Practice	Year long continuing from year 1	Portfolio	Early September
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	Year Long continuing from year 1	Practical skills assessment	Early September
Students exiting at this point with 120 credits and successful completion of both Qualifactory Practice Units would receive a Post Graduate Diploma in Advanced Clinical Practice. Those with 120 credits and unsuccessful Qualifactory Units would receive a Post Graduate Diploma Healthcare				
HPHA7010	Developing Innovation in Advanced Clinical Practice	Late September	Project Work	End of April
HPHA 7011 Option	Health Assessment in Common Childhood Conditions	Early May	Written assignment	Late August
HPHA 7012 Option	Advanced Assessment of the Acutely Ill Child	Early May	Portfolio	Late August
HLLG7011 - 14 Option	Negotiated Learning (20 credits)	Late April	Written assignment	Early July
HPHA 7004 Option	Advanced Pathophysiology and Disease in Practice	Late April	Written assignment	Early July
HPHA 7002	Acute Care: Assessment and Management of the	Mid Jan (May be available	Written assignment	Mid April

	Acutely Ill Adult	by Negotiated Learning)		
Students with 180 credits and successful completion of the Qualificatory units would receive an MSc Advanced Clinical Practice award.				

Programme Delivery Structure: March start				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
HPHA7006	The Clinical Consultation: Embedding Theory into Practice	Early March	Patchwork texts	Mid June
HPHA7007	Clinical Decision Making: Improving Outcomes in Complex Patients	Mid June	Written assignment	Early October
HPHA7008	Analysing Research and Evidence to Inform and Advance Clinical Practice	Late September	Written assignment	Early February
HPHA9004	Work Place Learning in Clinical Practice	Year Long	Portfolio	Ongoing documentation
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	Year Long	Practical skills assessment	none
Students exiting at this point with 60 Credits will receive a PGCert Healthcare				
HPHA7009	Leadership for Improving Health Outcomes	Late March	Report (70%) Oral assessment/presentation (30%)	Mid July
HPHN7311 or	Non-Medical Prescribing (module/s undertaken dependant on profession)	September	As per NMP programme	As per NMP programme (completed Mid

HPHN7413 or NMLB6244 & NMLB7117 & HPHN7115 or HPHN7116				January)
HPHA9004	Work Place Learning in Clinical Practice	Year long	Portfolio	Late February
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	Year long	Practical skills assessment	Late February
Students exiting at this point with 120 credits and successful completion of both Qualifactory Practice Units would receive a Post Graduate Diploma in Advanced Clinical Practice. Those with 120 credits and unsuccessful Qualificatory Units would receive a Post Graduate Diploma Healthcare				
HPHA7010	Developing Innovation in Advanced Clinical Practice	Early March	Project Work	Mid September
HPHA 7011 Option	Health Assessment in Common Childhood Conditions	Mid September	Written assignment	Early January
HPHA 7012 option	Advanced Assessment of the Acutely Ill Child	Mid September	Portfolio	Early January
HLLG7011 - 14 option	Negotiated Learning (20 credits)	Late September	Written assignment	Mid December
HPHG 7004 option	Advanced Pathophysiology and Disease in Practice	Mid April (may be available by negotiated learning)	Written assignment	Early July
HPHA 7002	Acute Care: Assessment and Management of the	Mid Jan	Written assignment	Mid April

option	Acutely Ill Adult			
Students with 180 credits and successful completion of the Qualificatory units would receive an MSc Advanced Clinical Practice award.				

Programme Delivery Structure: September start with NMP level 6 20 credit APL or NMP level 7 20 credit APL

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HPHA 7006	The Clinical Consultation: Embedding Theory into Practice	Early September	Patchwork texts	Early January
HPHA7007	Clinical Decision Making: Improving Outcomes in Complex Patients	Early January	Written assignment	Late April
HPHA7008	Analysing Research and Evidence to Inform and Advance Clinical Practice	Mid April	Written assignment	Early August
HPHA9004	Work Place Learning in Clinical Practice	2 Years Long	Portfolio	Ongoing documentation
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	2 Years Long	Practical skills assessment	None
Students exiting at this point with 60 Credits will receive a PGCert Healthcare				
HPHA7009	Leadership for Improving Health Outcomes	Late January	Report (70%) Oral assessment/presentation (30%)	Mid May
HPHA 7011 Option	Health Assessment in Common Childhood Conditions	Early May	Written assignment	Late August

HPHA 7012 Option	Advanced Assessment of the Acutely Ill Child	Early May	Portfolio	Late August
HLLG7011 - 14 Option	Negotiated Learning (20 credits)	Late April	Written assignment	Early July
HPHA 7004 Option	Advanced Pathophysiology and Disease in Practice	Late April	Written assignment	Early July
HPHA 7002	Acute Care: Assessment and Management of the Acutely Ill Adult	Mid Jan	Written assignment	Mid April
Students exiting at this point with 120 credits and successful completion of both Qualifactory Practice Units would receive a Post Graduate Diploma in Advanced Clinical Practice. Those with 120 credits and unsuccessful Qualificatory Units would receive a Post Graduate Diploma Healthcare.				
HPHA7010	Developing Innovation in Advanced Clinical Practice	Late September	Project Work	End of April
HPHA 7011 Option	Health Assessment in Common Childhood Conditions	Early May	Written assignment	Late August
HPHA 7012 Option	Advanced Assessment of the Acutely Ill Child	Early May	Portfolio	Late August
HLLG7011 - 14 Option	Negotiated Learning (20 credits)	Late April	Written assignment	Early July
HPHA 7004 Option	Advanced Pathophysiology and Disease in Practice	Late April	Written assignment	Early July

HPHA 7002	Acute Care: Assessment and Management of the Acutely Ill Adult	Mid Jan (May be available by Negotiated Learning)	Written assignment	Mid April
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Students with 180 credits and successful completion of the Qualificatory units would receive an MSc Advanced Clinical Practice

Programme Delivery Structure: March start with NMP level 6 20 credit APL or NMP level 7 20 credit APL

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HPHA 7006	The Clinical Consultation: Embedding Theory into Practice	Early March	Patchwork texts	Mid June
HPHA 7007	Clinical Decision Making: Improving Outcomes in Complex Patients	Mid June	Written assignment	Early October
HPHA 7008	Analysing Research and Evidence to Inform and Advance Clinical Practice	Late September	Written assignment	Early February
HPHA 9004	Work Place Learning in Clinical Practice	Year Long	Portfolio	Ongoing documentation
HPHA 9005	Work Place Learning for Advanced Clinical Practice (OSCE)	Year Long	Practical skills assessment	none
Students exiting at this point with 60 Credits will receive a PGCert Healthcare				
HPHA 7009	Leadership For Improving Health Outcomes	Late March	Report (70%) Oral assessment/presentation (30%)	Mid July
HPHA 9004	Work Place Learning in Clinical Practice	Year long	Portfolio	Late February
HPHA 9005	Work Place Learning for Advanced Clinical	Year long	Practical skills assessment	Late February

	Practice (OSCE)			
HPHA 7011 Option	Health Assessment in Common Childhood Conditions	Mid September	Written assignment	Early January
HPHA 7012 option	Advanced Assessment of the Acutely Ill Child	Mid September	Portfolio	Early January
HLLG7011 - 14 option	Negotiated Learning (20 credits)	Late September	Written assignment	Mid December
HPHG 7004 option	Advanced Pathophysiology and Disease in Practice	Mid April (may be available by negotiated learning)	Written assignment	Early July
HPHA 7002 option	Acute Care: Assessment and Management of the Acutely Ill Adult	Mid Jan	Written assignment	Mid April
Students exiting at this point with 120 credits and successful completion of both Qualifactory Practice Units would receive a Post Graduate Diploma in Advanced Clinical Practice. Those with 120 credits and unsuccessful Qualificatory Units would receive a Post Graduate Diploma Healthcare.				
HPHA 7010	Developing Innovation in Advanced Clinical Practice	Early March	Project Work	Mid September
HPHA 7011 Option	Health Assessment in Common Childhood Conditions	Mid Sept	Written assignment	Early January
HPHA 7012 option	Advanced Assessment of the Acutely Ill Child	Mid September	Portfolio	Early January
HPHG 7011-	Negotiated Learning (20 credits)	Late September	Written assignment	Mid December

14				
HPHG 7004 option	Advanced Pathophysiology and Disease in Practice	Mid April (may be available by negotiated learning)	Written assignment	Early July
HPHA 7002 option	Acute Care: Assessment and Management of the Acutely Ill Adult	Mid Jan	Written assignment	Mid April
Students with 180 credits and successful completion of the Qualificatory units would receive an MSc Advanced Clinical Practice				

Programme Delivery Structure: September Intake with NMP level 7 40 credit APL

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HPHA 7006	The Clinical Consultation: Embedding Theory into Practice	Early September	Patchwork texts	Early January
HPHA 7007	Clinical Decision Making: Improving Outcomes in Complex Patients	Early January	Written assignment	Late April
HPHA 7008	Analysing Research and Evidence to Inform and Advance Clinical Practice	Mid April	Written assignment	Early August
HPHA 9004	Work Place Learning in Clinical Practice	2 Years long	Portfolio	Ongoing
HPHA 9005	Work Place Learning for Advanced Clinical Practice (OSCE)	2 Years Long	Practical skills assessment	Ongoing
Students exiting at this point with 60 Credits will receive a PGCert Healthcare				
HPHA 7009	Leadership For Improving Health Outcomes	Late January	Report (70%) Oral assessment/presentation (30%)	Mid May
HPHA 9005	Work Place Learning for Advanced Clinical Practice (OSCE)	Year long	Portfolio	Early September
HPHA 9004	Work Place Learning in Clinical Practice	Year Long	Practical skills assessment	Early September

Students exiting at this point with 120 credits and successful completion of both Qualifactory Practice Units would receive a Post Graduate Diploma in Advanced Clinical Practice. Those with 120 credits and unsuccessful Qualificatory Units would receive a Post Graduate Diploma Healthcare.

HPHA 7010	Developing Innovation in Advanced Clinical Practice	Late September	Project Work	End Of April
HPHA 7011 Option	Health Assessment in Common Childhood Conditions	Early May	Written assignment	Late August
HPHA 7012 Option	Advanced Assessment of the Acutely Ill Child	Early May	Portfolio	Late August
HPHG 7011 - 14 Option	Negotiated Learning (20 credits)	Late April	Written assignment	Early July
HPHG 7004 Option	Advanced Pathophysiology and Disease in Practice	Late April	Written assignment	Early July
HPHG 7002 Option	Acute Care: Assessment and Management of the Acutely Ill Adult	Mid Jan (May be available by Negotiated Learning)	Written assignment	Mid April

Students with 180 credits and successful completion of the Qualificatory units would receive an MSc Advanced Clinical Practice award

Programme Delivery Structure: March start with 40 credits Level 7 NMP

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Outside Academic Year		
HPHA7006	The Clinical Consultation: Embedding Theory into Practice	Early March	Patchwork texts	Mid June
HPHA7007	Clinical Decision Making: Improving Outcomes in Complex Patients	Mid June	Written assignment	Early October
HPHA7008	Analysing Research and Evidence to Inform and Advance Clinical Practice	Late September	Written assignment	Early February
HPHA9004	Work Place Learning in Clinical Practice	Year Long	Portfolio	Ongoing documentation
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	Year Long	Practical skills assessment	none
Students exiting at this point with 60 Credits will receive a PGCert Healthcare				
HPHA7009	Leadership for Improving Health Outcomes	Late March	Report (70%) Oral assessment/presentation (30%)	Mid July
HPHA9004	Work Place Learning in Clinical Practice	Year long	Portfolio	Late February
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	Year long	Practical skills assessment	Late February

Students exiting at this point with 120 credits and successful completion of both Qualifactory Practice Units would receive a

Post Graduate Diploma in Advanced Clinical Practice. Those with 120 credits and unsuccessful Qualificatory Units would receive a Post Graduate Diploma in Healthcare.

HPHA7010	Developing Innovation in Advanced Clinical Practice	Early March	Project Work	Mid September
HPHA 7011 Option	Health Assessment in Common Childhood Conditions	Mid September	Written assignment	Early January
HPHA 7012 option	Advanced Assessment of the Acutely Ill Child	Mid September	Portfolio	Early January
HPHG 7011 - 14 option	Negotiated Learning (20 credits)	Late September	Written assignment	Mid December
HPHG 7004 option	Advanced Pathophysiology and Disease in Practice	Mid April (may be available by negotiated learning)	Written assignment	Early July
HPHA 7002 option	Acute Care: Assessment and Management of the Acutely Ill Adult	Mid Jan	Written assignment	Mid April

Students with 180 credits and successful completion of the Qualificatory units would receive an Msc Advanced Clinical Practice award

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Post practice review team discussions
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee
- Postgraduate Taught Experience Survey (PTES)

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: UK Engagement Survey RCN 1 year post qualifying Survey.
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Meetings with Health Education England
- Meetings and evaluation with the Royal College of Nursing
- Postgraduate Taught Experience Survey (PTES)

Date of Programme Specification Production:

January 2018

Date Programme Specification was last updated:

May 2018

For further information about this programme, refer to the programme page on the University website:-

<https://www.cumbria.ac.uk/study/courses/postgraduate/advanced-practice-clinical/>