



LEEDS
BECKETT
UNIVERSITY

Course Specification

MSc Advanced Clinical Practice

Course Code: MACPR

2021/22

MSc Advanced Clinical Practice (MACPR)

Applicant Course Specification for 2021/22 Postgraduate Entrants

Confirmed at March 2021

General Information

Award	Master of Science Advanced Clinical Practice
Contained Awards	Postgraduate Diploma Advanced Clinical Practice Postgraduate Certificate Health Care Practice
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England
Course Lengths and Standard Timescales	Start dates are notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance: <ul style="list-style-type: none">• 30 months, part-time
Location of Delivery	City Campus, Leeds, plus location of work placements/work-related activities
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning . Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course Fees	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Timetable Information

Timetables are made available to students during induction week via:

- The Student Portal (MyBeckett)
- The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations www.leedsbeckett.ac.uk/academicregulations

The course follows the Academic Regulations except where noted below.

Assessments

All components of assessment must be passed at the stated threshold for numeric marking or a pass in pass/fail marking to achieve the target award in order to evidence a student has met the capabilities set out in the Health Education England (2017) Multi-Professional Framework for Advanced Clinical Practice in England. Where the assessment has a pass mark above the Regulatory pass mark, the details are provided in the module handbook. This exception also applies to the PG Diploma Advanced Clinical Practice contained award modules (which excludes the dissertation module).

Fitness to Practise

The Non-Medical Prescribing module is authorised to use the University Fitness to Practise Policy and Procedure. Details can be found [here](#).

Your Key Contacts

Course Director	Paul Mackreth
Course Leader	Scott Warren
Academic Adviser	Confirmed at induction
Course Administrator	Sarah Kitching, s.j.kitching@leedsbeckett.ac.uk

Work Placement Information

Summary

Students are required to be clinicians in an area that is suitable for the development of an advanced role.

Length

One day a week for Advanced Clinical Practice. For the Non-Medical Prescribing module, there is 90 hours

of practice.

Location

Practice placements are provided by the seconding employers.

Professional Accreditation or Recognition Associated with the Course

Accreditation body

Health Education England, The Centre for Advancing Practice

Accreditation Summary

This programme is accredited by the Centre of Advancing Practice. Health Education England's Centre for Advancing Practice has been established to standardise post-registration education by accrediting advanced practice courses that achieve the standards outlined in the multi-professional Advanced Practice Framework. Practitioners who have completed accredited education programmes will be eligible to be listed on the Centre's Advanced Practice Directory.

Statutory Bodies

The Non-Medical Prescribing modules are approved by the Nursing & Midwifery Council and the Health & Care Professions Council.

Approval Summary

Registered professionals can achieve the required professional standards to register as dual qualified independent and supplementary non-medical prescribers unless the profession only undertakes supplementary prescribing.

Course Overview

Aims

The course provides healthcare professionals with the opportunity to develop attributes associated with each of the four professional pillars through a range of teaching and learning andragogy. Students undertake six core modules to ensure the necessary generic professional and clinical learning outcomes are achieved to practise as an advanced clinical practitioner across different areas of health and social care and are encouraged to adapt these generic skills to their own particular area of practice. Students from professions who do not yet have the legal authority to prescribe as independent or supplementary non-medical prescribers undertake the Evidencing Professional Learning module instead of the Non-Medical Prescribing module.

Course Learning Outcomes

At the end of the course, students will:

- 1 Practise with a high level of autonomy and use critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act upon potential diagnoses.
- 2 Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; evaluate events to improve future care and service delivery; discharge or refer appropriately to other services.
- 3 Assess and develop own learning needs and others in order to contribute to the culture within an organisation that supports life-long learning and development.
- 4 Be able to provide professional leadership and innovation clinically, and across professional and service boundaries to promote and develop professional practice.
- 5 Develop and apply evidence-based research strategies that are evaluated to enhance the quality, safety, productivity and value for money of health and care.
- 6 Demonstrate personal responsibility and a higher level of professional accountability.

Teaching and Learning Activities

Summary

The course team has listened to students and learnt from their experience of returning to study and balancing the demands of clinical practice. The following activities have been designed to support this process.

Course induction: It is recognised that professionals can be challenged by the prospect of returning to academic study. Mid-career study is an opportunity to stand back and reflect upon approaches to professional practice. To facilitate the transition between busy day to day healthcare professional practice and formal postgraduate study, a one week induction programme is offered. This assists in the orientation of online systems and the campus, allows time for the student registration process, provides opportunities to create and form groups and is the commencement of course, multi-professional and University relationships.

Experiential learning in developing advanced clinical practice: Assessment, learning and teaching activities embrace a student-centred philosophy and are designed around the principles of progressive lifelong learning and the development of postgraduate skills. Students enter their course as experienced 'expert' healthcare professionals and then become 'novices' in their journey in meeting the standards for Advanced Clinical Practice multi-professional practice, (Benner 1984; HEE, 2017). They form a strong professional and course identity in working as a multi-professional peer group in classroom based, clinical simulation and work-based tasks. This process is facilitated by a Course Leader/ academic adviser who is a specialist in the field of practice, together with a practice assessor and practice supervisors. The process of learning and evidencing professional learning is further supported by the eportfolio which provides a means by which students can share and develop their reflective work with tutors, practice assessors and practice supervisors.

Multi-Professional Learning and Advanced Clinical Practice across the care sector: Given the diversity of care settings and the professions that provide Advanced Clinical Practice, learning activities have been designed that both use the diversity as a learning resource and also to ensure that students with varying levels of experience can equally progress throughout the course. The classroom-based group learning activities

actively encourage multi-professional learning whereby students with different levels of expertise can openly discuss and share their expertise or areas for development. These discussions foster relationships that are shared both in the classroom and carried forward to clinical settings. As professions have specific identities, groups are tutored by those who have similar professional backgrounds, e.g., students who work in the hospital sector can be supported by academic tutors who teach emergency or acute medicine. Likewise, those who work more in primary or preventative care are supported by lecturers with expertise in primary care. The use of clinical and patient pathways demonstrate that, whilst ACPs work autonomously, each profession and care sector actively contributes to positive patient outcomes through the integration of care.

Your Modules

This information is correct for students progressing through the course within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Students from professions who do not yet have the legal authority to prescribe as independent or supplementary non-medical prescribers undertake the Evidencing Professional Learning. All other modules are core.

Year 1: Semester 1	Semester 2
Advanced Health Assessment 20 credits	Assessment and Management of Complex Health Conditions 20 credits
	Understanding Social Research and Evaluation 20
Professional Development in Advanced Clinical Practice 20 <i>continues in years 2 and 3</i>	Professional Development in Advanced Clinical Practice 20 <i>*Continued from Semester 1 and continues in years 2 and 3</i>

Year 2: Semester 1	Semester 2
Non-Medical Prescribing/ Non-Medical Prescribing for AHPs <u>or</u> Evidencing Professional Learning 40	Research in Practice (dissertation) 60 <i>continues to year 3</i>
Professional Development in Advanced Clinical Practice 20 <i>continued from year 1</i>	Professional Development in Advanced Clinical Practice 20 <i>*Continued from Semester 1 and continues in year 3</i>

Year 3: Semester 1	Semester 2
Research in Practice (dissertation) <i>continued from year 2</i>	
Professional Development in Advanced Clinical Practice 20 <i>continued from year 2</i>	Professional Development in Advanced Clinical Practice 20 <i>*Continued from Semester 1</i>

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules. A standard 20 credit module equates to 200 notional learning hours, comprising teaching, learning and assessment, placement activities and independent study. Modules may have more than one component of assessment.

Assessment

On this course students are assessed through coursework, written examinations, objective structured clinical examinations, a portfolio for placement, practical skills assessments and a dissertation. Students are assessed in practice.

Workload

The overall workload is informed by whether the students undertake Non-Medical Prescribing or Evidencing Professional Learning, and the following provides an indication of the time required for different activities:

Overall workload	Hours when undertaking <i>Non-Medical Prescribing</i>	Hours when undertaking <i>Evidencing Professional Learning</i>
Teaching and Learning	392	254
Independent Study and Assessment	1134	1362
Placement	274	184
Total	1800	1800

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Representative or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentadvicehub@leedsbeckett.ac.uk.

Within MyBeckett there are two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.