



**LEEDS
BECKETT
UNIVERSITY**

Course information for applicants

This information applies to the course as it will be delivered to students starting the course in 2027/28.

Information provided here was confirmed on 11/09/2026

General information

Programme code

MACPR

Target award

If you complete this course successfully you will be eligible for the award of:

MSc Advanced Clinical Practice

Delivery mode

- ☒ On campus
☐ Distance learning

Where you will study

The majority of teaching will be at City campus but on occasion may be at Headingley campus.

Professional accreditation or recognition

Professional body

The NHS Centre for Advancing Practice

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

Summary of the accreditation or recognition

This programme is accredited by the Centre of Advancing Practice, which was 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.

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.

Awarding body

Leeds Beckett University

Regulator

Office for Students

Level of qualification

Level 7 of the Framework for Higher Education Qualifications

Course duration

If you are made an offer of a place on the course, your offer letter will include the start date.

This course can be studied:

30 months part-time

Work placement

This course includes a compulsory placement module(s).

The course contains a modular placement. Students are required to be clinicians in an area that is suitable for the development of an advanced role.

Placement Delivery

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.

Approval

Whilst students source their own placements, they will need to meet requirements which will be outlined before module enrolment.

Entry requirements

Admissions criteria are available on the online prospectus entry for this course.

If you have previous relevant qualifications or experience, you could be exempt from certain parts of your course. Recognition of prior learning (RPL) allows you to start your course at a point appropriate to the learning and skills that you may have developed in a professional, vocational or community setting.

Find out more here: <https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning>

If you have questions about entry requirements and admissions, contact AdmissionsEnquiries@leedsbeckett.ac.uk

Course fees

Course fees and a breakdown of any additional costs is included on the online prospectus entry for this course.

If you have questions about fees for this course, contact Fees@leedsbeckett.ac.uk

Timetable

Healthcare professionals enter this course as part-time students. The course is delivered over two days per week with one day usually being University attendance or guided independent study. The second day of the week is spent in clinical practice under the supervision of a practice assessor and practice supervisors. You will receive your full timetable for the year during induction week.

What you will study

Course 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. They undertake six core modules to ensure the necessary generic professional and clinical learning outcomes¹ are achieved to practise as an ACP across different areas of health and social care. As students they are encouraged to adapt these generic skills to their own particular area of practice.

Teaching and learning activities

Drawing upon the teaching and learning approaches listed above has allowed the course team to listen to students and learn from their experience of returning to study from 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 ACP 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/ Personal Tutor who is a specialist in the field of practice, together with practice assessors 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 and 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.

Course structure

This information is correct for students progressing through the course within standard timescales. If you have to repeat study or take time out during your course, you may be taught alternative modules which meet the overall course learning outcomes.

The option modules listed may vary. Those listed here are likely to be offered in a typical year.

Level 7

Compulsory modules

Year One

Module title	Credits	Semester/teaching period
Advanced Health Assessment	20	Semester 1
Assessment and Management of Complex Health Conditions	20	Semester 2
Understanding Social Research and Evaluation	20	Semester 2
Professional Development in Advanced Clinical Practice		Year-long
Total number of credits of compulsory modules:	60	

Compulsory modules

Year Two

Module title	Credits	Semester/teaching period
Research in Practice (dissertation)		Semester 2
Professional Development in Advanced Clinical Practice (continued)		Year-long
Total number of credits of compulsory modules:		

Option modules

Year Two

Module title	Credits	Semester/teaching period
Non-Medical Prescribing	40	Semester 1
Non-Medical Prescribing for AHPs	40	Semester 1
Evidencing Professional Learning	40	Semester 1
Total number of credits of elective modules a student must enrol on:	40	

Compulsory modules

Year Three

Module title	Credits	Semester/teaching period
Research in Practice (dissertation) (continued)	60	Semester 1
Professional Development in Advanced Clinical Practice (continued)	20	Semester 1
Total number of credits of compulsory modules:	80	

Assessment and feedback

The balance of assessment may change depending on which option modules you choose.

Level 7

The balance of assessment is informed by whether the students undertake Non-Medical Prescribing or Evidencing Professional Learning (which is dependent on the student's profession). This course is assessed by a broadly even mix of coursework, examinations and practical assessments **or** assessed mostly by coursework with some examinations and practical assessments. There is a major independent study module which is assessed by a dissertation.

Workload

You can expect to spend a total of 100 hours learning per 10 credits.

Typically, a student on this course can expect to divide their time like this:

Overall workload	Core modules for students undertaking Non-Medical Prescribing	Core modules for students undertaking Evidencing Professional Learning
Teaching, learning and assessment	392 hours	254 hours
Independent study	1134 hours	1362 hours
Placement study	274 hours	184 hours