

PG Diploma / MSc Advanced Clinical Practice (Nursing)  
 PG Diploma / MSc Advanced Clinical Practice (Midwifery)  
 PG Diploma/ MSc Advanced Clinical Practice (Mental Health)  
 PG Diploma/ MSc Advanced Clinical Practice (Primary Care Nursing)

## Programme Specification



<b>1. Programme title</b>	PG Diploma / MSc Advanced Clinical Practice (Nursing) PG Diploma / MSc Advanced Clinical Practice (Midwifery) PG Diploma / MSc Advanced Clinical Practice (Mental Health) PG Diploma / MSc Advanced Clinical Practice (Primary Care Nursing)
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	N/A
<b>5. Final qualification(s) available</b>	PG Diploma / MSc Advanced Clinical Practice (Nursing) PG Diploma / MSc Advanced Clinical Practice (Midwifery) PG Diploma / MSc Advanced Clinical Practice (Mental Health) PG Diploma / MSc Advanced Clinical Practice (Primary Care Nursing)

<b>6. Year effective from</b>	2020/2021
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Part-time

**9. Criteria for admission to the programme**

Students admitted to this programme must have:

- Honours degree of 2:2 or above in nursing, midwifery or a related subject
- Current UK nursing and midwifery registration, and practising at an advanced level of nursing / midwifery practice together with a satisfactory enhanced Disclosure and Barring Service (DBS) check in place
- Applicants must have a minimum 3 years full time experience, or equivalent, in the area of practice disciplines
- Applicants are required to have access to a clinical practice supervisor to support the work placed learning, portfolio development and to validate achievement of the capabilities as set out by the Health Education England Framework (2017)/ Royal College of General Practitioners (2020). This must be a registered health or social care professional working at an advanced level of practice.
- Evidence of prospective employment as an Advanced Practitioner on completion of the programme
- If English is the second language students 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 or equivalent testing systems.
- Recognition of Prior Learning (RPL) is available where students can transfer up to 60 credits.

**Exceptionally**, students who do not have a degree but who have successfully completed level 7 CPD modules or who can provide evidence of their ability to pursue successfully the PG Diploma (minimum of 30 credits).

**10. Aims of the programme**

The programme aims to:

- Enable the student, through the demonstration of originality, critical analysis, evaluation and synthesis, to meet the nationally agreed advanced clinical practice criteria i.e. the four pillars of advanced practice (clinical practice, leadership and management, education and research) in order to further develop their role as an advanced clinical practitioner.
- Support the student, through the engagement of reflection and learning to critically analyse the evidence and the gaps in research, to create new insight, knowledge and innovative working practices at the forefront of their professional discipline and advanced clinical practice.
- Further develop the student’s integrated clinical specialist knowledge, clinical reasoning and judgement, decision making, diagnostic skills and the management of risk in unfamiliar, complex and unpredictable situations within a variety of health care settings to underpin their role as an advanced clinical practitioner.
- Facilitate students who are already autonomous and self-directed practitioners to influence practice and policy, leading advanced practice service development and improvement and through originality of thought and development of strategic thinking transform practice environments.
- Enhance the ability of the student to lead and manage interdisciplinary teams, beyond traditional professional boundaries, in order to redesign services that support service users through collaborative and inter-professional approaches.
- Support the student through facilitative and reflective engagement to enable them to define and articulate their own learning needs with regards to their advanced clinical practice roles and to have a critical and applied understanding of accountability and autonomy associated within the role, in order that they continue with life-long personal development
- Demonstrate key performance indicators aligning with their organizational vision and values and achievements.

**11. Programme outcomes\***

**A. Knowledge and understanding**

On completion of this programme the successful student will be able to:

**Teaching/learning methods**

Students gain knowledge and understanding through:

<p>A1 Critically appraise and debate the concept of advanced clinical practice and from this comprehensive understanding, define and justify its application to the scope and boundaries of their role including the professional, ethical and legal complexities.</p>	<p>The promotion of a student centred approach to learning is designed to support and develop mastery of their knowledge and understanding of their chosen discipline.</p>
<p>A2 Critically evaluate the nature of health and social care provision and further develop their role as an Advanced Clinical Practitioner, broadening their sphere of influence whilst collaboratively working across traditional boundaries.</p>	<p>Students will gain knowledge and understanding through the use of a range of teaching and learning strategies that have been informed by the University and School Teaching and Learning Strategies. These strategies may vary according to the type and focus of each module but which may include:</p>
<p>A3 Develop a comprehensive and systematic body of expert knowledge and practical understanding within their practice discipline that has been influenced through rigorous enquiry (including research), critical appraisal, interpretation and application of evidence in complex, unfamiliar and unpredictable clinical environments.</p>	<p>- lectures, seminars and workshops, small group work and feedback, case studies, problem-based scenarios and role-play, use of video, use of debates, practice based learning, use of e- learning platforms and resources, such as on line lecturers and on line material, tutorials as well as self-directed study. Portfolio development will play a key part in the learning process for the student.</p>
<p>A4 Respond appropriately to complex issues both systematically and creatively, making sound judgements in the absence of complete information and communicate their conclusions clearly and accurately</p>	<p>These will be facilitated by the programme leader, module leaders, practice assessors and supervisors as well as their own colleagues in order to provide interprofessional and specialist perspectives on important issues related to the students practice, this will enhance the students development of academic and clinical expertise of advanced clinical practice.</p>
<p>A5 Demonstrate originality in the use of complex reasoning, critical thinking, problem solving that has been developed through critical reflection and evaluation to inform assessments, clinical judgements and clinical decision making.</p>	<p>These methods are also designed to integrate theory and practice and to foster a spirit of enquiry. This will include the critical reading and evaluation of policies, guidelines and relevant research to the students work practice.</p>
<p>A6 Defend clinical decision</p>	<p><b>Assessment</b></p> <p>Students' knowledge and understanding is assessed by the use of a variety of methods, which are informed by the</p>

making and actions that are based upon conceptual understanding and evidence based approaches to risk assessment and clinical judgements and decision making.

A7 Through a systematic understanding of in-depth knowledge and critical awareness of current perspectives / problems and new insight gained, critically evaluate policies and practices to improve clinical practice and health service outcomes within local, national and international contexts.

A8 Devise a comprehensive range of innovative policies and strategies and solutions to improve and provide safe and effective evidence-based care for patients and service users within a range of changing clinical situations

A9 Critically appraise a wide range of related theories and models enabling analysis of associated professional issues (e.g. leadership, management, professional identity, advocacy, autonomy and accountability) within their own practice discipline for the advancement of professional expertise, strategic leadership and service improvement.

A10 Develop collaborative, efficient and effective inter-professional working practices (including patient/service users and their families) that promote and facilitate effective advanced clinical leadership skills to foster a culture that can challenge and change practice for the improvement of health care services.

A11 Select relevant education theories/models to guide and facilitate

University and School Strategies. Each module will be assessed according to the assessment guidelines of that particular module, therefore assessments will vary according to the type and focus of each module.

In addition, the assessment methods are also designed to enable the student to evidence the capabilities required of an Advanced Clinical Practitioner. The assessment method of each module are designed to help the student integrate theory and practice, maximise their skills of critical thinking and synthesis, develop and strengthen their understanding of advanced clinical practice.

**Formative assessment** - dependent upon modules undertaken may include: written clinical case studies; case presentations, action plan presentations, on-line-quizzes, reflective discussions OSCEs, situational analysis, initial audit /evaluation of current practice, to help prepare students for the summative assessment.

**Summative assessment** may include: case studies, service reviews, audit/evaluation of current practice, reports, OSCEs, examinations, presentations, critical reflection on practice and critical review of evidence and portfolios, research proposals.

<p>learning and development at multiple levels. Supporting individual, team and organisational learning.</p> <p>A12 Critically appraise and apply relevant management and leadership theory to enhance leadership effective skills and qualities, that will facilitate team development and transform service delivery.</p> <p>MSc</p> <p>In addition to all of the above:</p> <p>A13 Critically evaluate current research and advanced scholarship within the students practice discipline.</p> <p>A14 Systematically and critically apply relevant inquiry methodologies and improvement strategies to practice/organisational issues that has the potential to transform practice.</p> <p>A15 Systematically analyse findings and evaluate the outcomes, action plan and disseminate outcomes appropriately.</p> <p>A16 Critically apply ethical principles and professional codes of practice to their practice and that of others</p>	
<p><b>B. Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <p>B1 Demonstrate application of local and national policies, procedures and guidelines to ensure sound clinical governance and the improvement of practice and patient/service user health outcomes and critically evaluate their effectiveness</p>	<p><b>Teaching/learning methods</b></p> <p>Students learn skills through</p> <p>There are a variety of teaching and learning strategies used within this programme. All of which are designed to support the student and to allow them to have equal and equitable opportunities to optimise their potential, support independence and autonomy of learning and facilitate in the development of the student as Advanced Clinical Practitioner.</p>

<p>B2 Work independently and across professional, organisational and system boundaries using appropriate theoretical concepts and frameworks (including leadership and management) for collaborative working and developing / sustain therapeutic working relationships and proactively develop and sustain new partnerships and networks in order to influence and improve patient / service user healthcare outcomes.</p> <p>B3 Demonstrate mastery in their leadership, management and communication skills through the application and innovative approaches to multi-agency working in the arena of advanced practice, including user/carer engagement and team working whilst also acting as a clinical role model.</p> <p>B4 Through the use of critical reflection continue to advance own knowledge and understanding and develop new skills to a high level through identifying further developmental needs of self and others and work collaboratively to support and meet the educational and development needs through the negotiation of a personal development plan</p> <p>B5 Adopt a comprehensive range of strategies to promote health and well-being through the use of appropriate theories and evidence to support innovative approaches to leadership, management and education to develop collaborative and effective working partnerships in order to prevent disease and illness with individuals, specific groups and communities.</p>	<p>The programme emphasises inter-professional learning and teaching in order to encourage and promote collaborative working. Key skills are fostered via the learning and teaching activities throughout the programme</p> <p>Stimulating and innovative learning opportunities will be available for the student whether within the University, on line or in their work place. Learning will be supported and facilitated by the programme leader, module leaders, practice supervisor and practice assessor.</p> <p>Workplace learning is facilitated by the practice supervisor/assessor with the support of the programme leader.</p> <p><b>Assessment methods</b> Students' skills are assessed by the use of a variety of methods, which are informed by the University and School Assessment Strategies together with the HEE/RCGP ACP capabilities. Assessment methods may vary according to the type and focus of the module but which may include:</p> <p><b>Formative Assessment</b> Study skills workshops, seminars, case study presentations, debates, literature review, clinical audits, OSCEs to help prepare students for summative assessment.</p> <p><b>Summative Assessment</b> Reflection on practice, oral presentations of case studies, presentations, portfolios, OSCEs, reports, clinical audits/evaluation, research/project proposal</p>
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<p>B6 Promote a culture of learning and development through identifying the developmental needs of self and others and strategically supporting the achievement of those needs.</p> <p>B7 Critical engage in clinical research and development activities including audit and through a process of proactive engagement of the research process develop a strategy for the implementation of findings.</p> <p>MSc</p> <p>In addition to the above:</p> <p>B8 Demonstrate the ability to undertake responsibility and leadership for strategic or improvement initiatives and the effective management of a research project</p>	
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<p><b>12. Programme structure (levels, modules, credits and progression requirements)</b></p>
<p><b>12. 1 Overall structure of the programme</b></p> <p>Students have the option to study this ACP programme at either PG Diploma or MSc level. There is also the opportunity to progress from the PG Diploma to the MSc.</p> <p>At the commencement of the Programme, a pre-accreditation meeting with the Programme Leader will determine the student's prior learning and the capabilities (as set out by the ACP framework) that have already met and which can then be reflected in the ACP portfolio. Workshops relating to the Recognition of Prior Learning (RPL) will be offered in order support the students in their development and production of their claims.</p> <p>Programme planning and advice will be offered to the student so that they can focus their learning on meeting the ACP criteria. This will be formally agreed through a programme approval process.</p> <p>There are four pathways within this programme (Nursing, Midwifery, Mental Health, Primary Care Nursing). The programme structure is designed for the students to encapsulate and maximise their learning from the workplace. So, whilst there are 2 compulsory modules that all students undertake, the application of this learning in order to frame further learning within the workplace is paramount.</p> <p>Therefore, throughout the programme masterclasses and access to appropriate learning materials / activities will be available to help the student achieve the criteria set out for the ACP will be offered.</p>



Students will also have an assigned practice supervisor to help facilitate their clinical learning, development and the mapping of evidence relating to the student's learning to the ACP capabilities.

Tripartite / programme review meetings with the student; academic; their manager and practice supervisor will be held every term to support and guide the students learning.

To be awarded the PG Diploma Nursing Studies (Advanced Clinical Practice) the total number of credits required, including any pre-accredited learning, is 120 (with up to 30 credits at FHEQ level 6).

Students can transfer up to 60 credits of RPL and / or clinical modules

There are 2 compulsory modules:



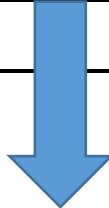
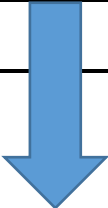
NSA/MHR/MWY 4901 Capabilities of Advanced Clinical Practice (30 credits)

and

WBH 4630 Advanced Practitioner Enquiry (30 credits).

- To be awarded the MSc (180 credits)

In addition to the above - WBH 4760 Advanced Work Based Project (60 credits)

Pre-course application	Year 1				Year 2
Pre-application consultation and programme planning	<b>Designated</b> Clinical specialist modules	<b>Education</b>	<b>Leadership and Management</b>	<b>End of year programme review</b>	<b>Advanced Practitioner Inquiry</b>
	OR Recognition of prior learning (RPL) and credit transfer  <b>Up to 60 credits</b>	Compulsory work place learning demonstrated by evidence & reflective commentary in portfolio	Compulsory work place learning demonstrated by evidence & reflective commentary in portfolio		<b>30 credits, level 7</b>
					

	<p><b>Compulsory Capabilities of Advanced Clinical Practice</b></p> <p>containing evidence and accompanying narrative accounts which demonstrate achievement of capabilities in all four ACP pillars</p> <p>Work-based clinical supervisor</p> <p><b>30 credits, level 7</b></p>
<p><b>MSc (180 credits)</b></p> <p>In addition to the above - WBH 4760 Advanced Work Based Project</p> <p><b>60 credits, level 7</b></p>	

<b>12.2 Levels and modules</b>		
Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<p>Students must take all of the following:</p> <p>NSA/MHR/MWY 4901 Capabilities of Advanced Clinical Practice Portfolio 30 credits</p> <p>WBH4630 Advanced Practitioner Inquiry 30 credits</p> <p><b>MSC</b></p> <p>In addition to the above - WBH 4760 Advanced Work Based Project 60 credits</p>	<p>Students can take a variety of clinical modules and / or RPL up to 60 credits</p>	
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### **12.3 Non-compensatable modules**

**All modules are non-compensatable**

### **13. Information about assessment regulations**

- The programme will adhere to Middlesex University assessment regulations.
- The pass mark for all modules is 16
- Compensation of a failed module is not allowed
- All the capabilities for Advanced Clinical Practice will have to be achieved

### **14. Placement opportunities, requirements and support**

The ethos of this programme is work based learning. Students are already working in clinical practice but may wish to negotiate as part of their learning contract to be placed in another practice setting for a specified period of time.

## **15. Future careers / progression**

On completion of the PGDip/MSc, will be entitled to use the professional title of Advanced Clinical Practitioner. Students will have acquired a range of advanced level skills which will offer them further career progression.

Students also have the opportunity to progress into masters or doctoral studies.

Students can also share their advanced knowledge and expertise across the local, national and international arena and to act as supervisors of other advance practitioners.

They can also build a reputation for themselves, acting as role models and being known as an expert within their field of nursing/midwifery.

## **16. Particular support for learning**

- Pre accreditation guidance and support
- Programme planning guidance and support
- Tripartite / programme review meetings with practice supervisor, academic and manager
- Learning Enhancement Team - one to ones or workshops
- Each student will have a designated practice supervisor and academic providing support and guidance for the Capabilities of Advanced Clinical Practice module
- Clinical supervisors to support the development and achievement of the ACP competencies, clinical components of the modules
- University Disability and Dyslexia Service
- Subject librarian to ensure that information literacy is developed within the programme
- E learning support

<b>17. JACS code (or other relevant coding system)</b>	
<b>18. Relevant QAA subject benchmark group(s)</b>	QAA qualifications framework

### **19. Reference points**

The following reference points were used in designing the programme:

Middlesex University (2019) University Regulations, 2019/2020

QAA UK quality code for Higher Education Qualifications (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

- DH (2010) Advanced Level Nursing: A Position Statement
  - DH (2004) Knowledge and Skills Framework
  - Middlesex University (2019) Learning and Quality Enhancement Handbook
  - Middlesex University (2019) Enhancing learning, teaching and assessment strategy
  - Higher Education England (2017) Multi-professional framework for advanced clinical practice in England. HEE
  - NHS England (2017) Next Steps on the NHS Five Year Forward View
  - Core Capabilities Framework for Advanced Clinical Practice(Nurses)Working in General Practice/Primary Care in England

<https://www.hee.nhs.uk/sites/default/files/documents/ACP%20Primary%20Care%20Nurse%20Fwk%202020.pdf>

### **20. Other information**

### Curriculum map for:

PG Diploma / MSc Advanced Clinical Practice (Nursing)

PG Diploma / MSc Advanced Clinical Practice (Midwifery)

PG Diploma / MSc Advanced Clinical Practice (Mental Health)

PG Diploma / MSc Advanced Clinical Practice (Primary Care Nursing)

### All programme learning outcomes are developed to level 7

#### Programme learning outcomes

Knowledge and understanding	
A1	Critically appraise and debate the concept of advanced clinical practice and from this comprehensive understanding, define and justify its application to the scope and boundaries of their role including the professional, ethical and legal complexities.
A2	Critically evaluate the nature of health and social care provision and further develop their role as an Advanced Clinical Practitioner, broadening their sphere of influence whilst collaboratively working across traditional boundaries
A3	A3 Develop a comprehensive and systematic body of expert knowledge and practical understanding within their practice discipline that has been influenced through rigorous enquiry (including research), critical appraisal, interpretation and application of evidence in complex, unfamiliar and unpredictable clinical environments
A4	Respond appropriately to complex issues both systematically and creatively, making sound judgements in the absence of complete information and communicate their conclusions clearly and accurately
A5	Demonstrate originality in the use of complex reasoning, critical thinking, problem solving that has been developed through critical reflection and evaluation to inform assessments, clinical judgements and clinical decision making
A6	Defend clinical decision making and actions that are based upon conceptual understanding and evidence based approaches to risk assessment and clinical judgements and decision making
A7	Through a systematic understanding of in-depth knowledge and critical awareness of current perspectives / problems and new insight gained, critically evaluate policies and practices to improve clinical practice and health service outcomes

	within local, national and international contexts
A8	Devise a comprehensive range of innovative policies and strategies and solutions to improve and provide safe and effective evidence-based care for patients and service users within a range of changing clinical situations
A9	Critically appraise a wide range of related theories and models enabling analysis of associated professional issues (e.g. leadership, management, professional identity, advocacy, autonomy and accountability) within their own practice discipline for the advancement of professional expertise, strategic leadership and service improvement
A10	Develop collaborative, efficient and effective interprofessional working practices (including patient/service users and their families) that promote and facilitate effective advanced clinical leadership skills to foster a culture that can challenge and change practice for the improvement of health care services
A11	Select relevant education theories/models to guide and facilitate learning and development at multiple levels. Supporting individual, team and organisational learning
A12	Critically appraise and apply relevant management and leadership theory to enhance leadership effective skills and qualities, that will facilitate team development and transform service delivery
	MSC
A13	Critically evaluate current research and advanced scholarship within the students practice discipline
A14	Systematically and critically apply relevant inquiry methodologies and improvement strategies to practice/organisational issues that has the potential to transform practice
A15	Systematically analyse findings and evaluate the outcomes, action plan and disseminate outcomes appropriately
A16	Critically apply ethical principles and professional codes of practice to their practice and that of others
Skills	
B1	Demonstrate application of local and national policies, procedures and guidelines to ensure sound clinical governance and the improvement of practice and patient/service user health outcomes and critically evaluate their effectiveness
B2	Work independently and across professional, organisational and system boundaries using appropriate theoretical concepts and frameworks (including leadership and management) for collaborative working and developing / sustain therapeutic working relationships and proactively develop and sustain new partnerships and networks in order to influence and improve patient / service user healthcare outcomes

B3	Demonstrate mastery in their leadership, management and communication skills through the application and innovative approaches to multi-agency working in the arena of advanced practice, including user/carer engagement and team working whilst also acting as a clinical role model
B4	Through the use of critical reflection continue to advance own knowledge and understanding and develop new skills to a high level through identifying further developmental needs of self and others and work collaboratively to support and meet the educational and development needs through the negotiation of a personal development plan
B5	Adopt a comprehensive range of strategies to promote health and well-being through the use of appropriate theories and evidence to support innovative approaches to leadership, management and education to develop collaborative and effective working partnerships in order to prevent disease and illness with individuals, specific groups and communities
B6	Promote a culture of learning and development through identifying the developmental needs of self and others and strategically supporting the achievement of those needs
B7	Critical engage in clinical research and development activities including audit and through a process of proactive engagement of the research process develop a strategy for the implementation of findings
	MSc
B8	Demonstrate the ability to undertake responsibility and leadership for strategic or improvement initiatives and the effective management of a research project

Programme outcomes																								
A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	B1	B2	B3	B4	B5	B6	B7	B8	
Highest level achieved by all graduates																								
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	



Module Title	Module Code by Level	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	B1	B2	B3	B4	B5	B6	B7	B8
		Capabilities for Advanced Clinical Practice	NSA/MWY/ MHR4901	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
Advanced Practitioner Inquiry	WBH4630			X			X	X	X									X					X		X
Post Graduate Large Negotiated Work Based Learning Project	WBH4760													X	X	X	X								X