

Programme Specification 2025-26

1.	Programme title	MSc Advanced Practice
2.	Awarding institution	Middlesex University
3a	Teaching institution	Middlesex University London
3b	Language of study	English

4a	Valid intake dates and mode of study
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Mode of Study	Cohort	Delivery Location	Duration
Part-time (PT)	Semester 1	Hendon	
Part-time (PT)	Semester 2	Hendon <i>English</i>	

4c	Delivery method
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5. Professional/Statutory/Regulatory body (if applicable)
N/A

6.	Apprenticeship Standard (if applicable)	N/A
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7. Final qualification(s) available
Target Award Title(s)
MSc MSc Advanced Practice
MSci MSc Advanced Practice
Exit Award Title(s)
MSc MSc Advanced Practice

8. Academic year effective from	2025-26
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9. Criteria for admission to the programme
Honours degree of 2:2 or above in Nursing, Midwifery, Healthcare or related subject Current UK professional registration and practicing at an advanced level of practice together with a satisfactory enhanced Disclosure and Barring Service (DBS) check in place.

Applicants must have a minimum 5 years full time experience or equivalent in the area of practice disciplines

Applicants are required to have access to 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 and 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.

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 that 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 healthcare 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 inter-disciplinary 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.
- * Empowers the student to demonstrate understanding of key performance indicators that align with their organisational vision and values and achievements.

11. Programme learning outcomes

Programme - Knowledge and Understanding

On completion of this programme the successful student will have a knowledge and understanding of:
1. Critically appraise and debate the concept of advanced 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.
2. Critically evaluate the nature of health and social care provision and further develop their role as an Advanced Practitioner, broadening their sphere of influence whilst collaboratively working across traditional boundaries.
3. Develop a comprehensive and systematic body of expert knowledge and practical understanding within their practice discipline that has been influenced through rigorous inquiry (including research) clinical appraisal, interpretation and application of evidence in complex, unfamiliar and unpredictable clinical environments.
4. Respond appropriately and 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
5. Through a systematic understanding of in-depth knowledge and critical awareness of current perspectives / problems and new insight gained, critically evaluate and devise comprehensive policies, strategies and practices to improve clinical practice and health service outcomes within local, national and international contexts.
6. Critically appraise a wide range of related theories and models enabling analysis of associated professional and ethical 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/transformation.
7. 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.
8. Select relevant education theories/models to guide and facilitate learning and development at multiple levels. Supporting individual, team and organisational learning. A9 Systematically and critically apply relevant inquiry methodologies and improvement strategies to practice/organisational issues that has the potential to transform practice.
Programme - Skills
On completion of this programme the successful student will be able to:
9. 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
10. 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.
11. 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.
12. 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
13. 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 to prevent disease and illness with individuals, specific groups and communities.
14. Promote a culture of learning and development through identifying the developmental needs of self and others and strategically supporting the achievement of those needs.
15. Critically engage in clinical research, development and Quality Improvement activities including audit and through a process of proactive engagement of the research process develop a strategy for the implementation of findings.

12. Teaching/learning methods
<p>tudents gain knowledge and understanding through:</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>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>seminars and workshops, key concept videos, 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 online and face to face seminars and online material, tutorials as well as self-directed study. Portfolio development will play a key part in the learning process for the student.</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 student's practice, this will enhance the student's development of academic and clinical expertise of advanced clinical practice.</p> <p>These methods are also designed to integrate theory and practice and to foster a spirit of inquiry. This will include the critical reading and evaluation of policies, guidelines and relevant research to the student's work practice.</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 an Advanced Practitioner.</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

Stimulating and innovative learning opportunities will be available for the student whether within the University, online or in their workplace. Learning will be supported and facilitated by the programme leader, module leaders, practice supervisor and practice assessor.

Workplace learning is facilitated by the practice supervisor/assessor with the support of the programme leader.

A. Knowledge and Understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. Critically appraise and debate the concept of advanced 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.
2. Critically evaluate the nature of health and social care provision and further develop their role as an Advanced Practitioner broadening their sphere of influence whilst collaboratively working across traditional boundaries.
3. Develop a comprehensive and systematic body of expert knowledge and practical understanding within their practice discipline that has been influenced through rigorous inquiry (including research), critical appraisal, interpretation and application of evidence in complex, unfamiliar and unpredictable clinical environments.
4. Respond appropriately and demonstrate originality in the use of complex reasoning, critical thinking, problem solving that has been developed through clinical reflection and evaluation to inform assessments, clinical judgements and clinical decisionmaking.
5. Through a systematic understanding of in-depth knowledge and critical awareness of current perspectives/problems and new insight gained, critically evaluate and devise comprehensive policies , strategies and practices to improve clinical practice and health service outcomes within local, national and international contexts.
6. Critically appraise a wide range of related theories and models enabling analysis of associated professional and ethical 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/transformation.
7. 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.
8. Select relevant education theories/models to guide and facilitate learning and development at multiple levels. Supporting individual, team and organisational learning. A9 Systematically and critically apply relevant inquiry methodologies and improvement

strategies to practice/organisational issues that has the potential to transform practice.

B. Skills

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

1. 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
2. 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.
3. 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.
4. 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
5. 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 to prevent disease and illness with individuals, specific groups and communities.
6. Promote a culture of learning and development through identifying the developmental needs of self and others and strategically supporting the achievement of those needs.
7. Critically engage in clinical research, development and Quality Improvement activities including audit and through a process of proactive engagement of the research process develop a strategy for the implementation of findings.

13. Employability

13a Development of graduate competencies

13b Employability development

The MSc Advanced Practice programme has been developed to support students in practice and facilitate employability and career progression.

The overall design of the programme is framed by the four pillars of Advanced Practice (clinical practice, leadership and management, education and research) as outlined by Health Education England (HEE) and/or Royal College of General Practitioners (RCGP) to further develop their role as an advanced clinical practitioner. The curriculum of the modules that students undertake

are related to their roles within the workplace, the curriculum of which have both theoretical and practice based elements.

Students undertaking this programme are already working in advanced/advancing roles within their own areas of clinical practice, therefore, prior learning and experiences will be recognised and used as a platform for them to build upon. Reflection and reflective practice are key instruments that will enable them not only to document and record the advancements of their practice, but also to generate a greater awareness, knowledge and understanding of their role. This knowledge and awareness should facilitate changes required within their approaches to decision making and clinical practice and enhance employability.

13c Placement and work experience opportunities (if applicable)

N/A

13d Future careers / progression

On completion of the MSc (or exit award after passing NSA4901) students will be entitled to use the professional title of Advanced 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 doctoral studies.

Students can also share their advanced knowledge and expertise across the local, national and international arena and act as supervisors of other advanced practitioners. They can build a reputation for themselves, acting as role models and being known as an expert within their field of nursing/midwifery.

14. Assessment methods

Each student's pathway is individualised and bespoke. Therefore, for each student the sequence and type of modules will be different. A programme planning session will occur before or at the start of the programme to discuss the modules to be undertaken.

15. Programme Structure (level of study, modules, credits and progression requirements)

Structure is indicative for Part-time routes.

Students must take all of the compulsory modules and choose following programme requirements from the optional modules.

Non-compensatable modules are noted below.

Available Pathways

Not Applicable

Year 1

Year 1 PT MSc Advanced Practice
Semester 1

Code	Type	Module Title	Credits at FHEQ Level
NSA4901	Compulsory	Capabilities of Advanced Clinical Practice 2025-26	30 at Level 7
NSA4100	Optional	Leadership and Public Community Services 2025-26	15 at Level 7
NSA4502	Optional	Physical Assessment and Decision Making Skills 2025-26	30 at Level 7
NSA4512	Optional	Advanced Physical Assessment 2025-26	15 at Level 7
NSA4504	Optional	Minor Illness and Urgent Care Assessment and Management for the Nurse/Health Practitioner 2025-26	30 at Level 7
NSA4200	Optional	Service Development and Quality Improvement 2025-26	15 at Level 7
NSA4639	Optional	Professional Nurse Advocate (PNA) 2025-26	15 at Level 7
NSA4615	Optional	Advanced Review of Learning with RPL 2025-26	10 at Level 7

Year 2

Year 1 PT Advanced Practice Semester 1

Code	Type	Module Title	Credits at FHEQ Level
NSA4630	Compulsory	Advanced Practitioner Inquiry 2026-27	30 at Level 7
NSA4760	Compulsory	Advanced Work Based Project 2026-27	60 at Level 7

*Please refer to your programme page on the website re availability of option modules

16. Programme-specific support for learning

We offer lots of support to help you while you are studying including financial advice, wellbeing, mental health and disability support.
We will support you if you have additional needs such as sensory impairment or dyslexia. If you want to find out whether Middlesex is the right place for you before you apply, get in touch with our Disability and Dyslexia team

17. HECos code(s)	100287: Mental Health Nursing
17. HECos code(s)	100288: Midwifery
17. HECos code(s)	100290: Nursing

18. Relevant QAA subject benchmark(s)	
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19. University Regulations

This programme will run in line with general University Regulations: [Policies | Middlesex University](#)

20. Reference points

The following reference points were used in designing the programme:

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>

Middlesex University (2024) University Regulations, 2025/2026;

Middlesex University (2024) Learning & Quality Enhancement Handbook, 2025/26;

Middlesex University 2031 New Learning Framework

Middlesex University Graduate Competencies 2025

NHS England (2017) Next Steps on the NHS Five Year Forward View;

NHS England (2022) Advanced Clinical Practice in Midwifery: Capability Framework

SEEC (2016). Available from: <https://seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> [accessed 23-5-24];

The UK Quality Code for Higher Education, (2018). Available from: Quality Code (qaa.ac.uk). [accessed 23-5-24].

Health Education England (2017) Multi-professional framework for advanced clinical practice in England. HEE

21. Other information (if applicable)

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Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

22. Curriculum map for MSC Advanced Practice

22a. 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	Develop a comprehensive and systematic body of expert knowledge and practical understanding within their practice discipline that has been influenced through rigorous inquiry (including research), critical appraisal, interpretation and application of evidence in complex, unfamiliar and unpredictable clinical environments.
A4	Respond appropriately and 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.
A5	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.
A6	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/transformation.
A7	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.
A8	Select relevant education theories/models to guide and facilitate learning and development at multiple levels. Supporting individual, team and organisational learning.
A9	Systematically and critically apply relevant inquiry methodologies and improvement strategies to practice/organisational issues that has the potential to transform practice.

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 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, development and Quality Improvement activities including audit and through a process of proactive engagement of the research process develop a strategy for the implementation of findings.

Programme learning outcomes - Highest level achieved by graduates

A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

22b. Mapping by level of study and module

Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7
Capabilities for Advanced Practice	NSA 4901	X	X		X	X	X	X	X	X	X	X	X	X	X	X	
Advanced Practitioner Inquiry	NSA 4630			X			X			X							X
Advanced Work Based Project	NSA 4760		X	X		X	X	X	X	X		X				X	X