

## Programme Information Form (PIF)

|                                                                         |                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Programme title</b>                                               | MSc Advanced Practice                                                                                                                                                                                                                                 |
| <b>2. Awarding institution</b>                                          | Middlesex University                                                                                                                                                                                                                                  |
| <b>3a Teaching institution</b>                                          | <input checked="" type="checkbox"/> Hendon <input type="checkbox"/> Dubai <input type="checkbox"/> Mauritius<br><input type="checkbox"/> Partner (please specify)                                                                                     |
| <b>3b Language of study</b>                                             | English                                                                                                                                                                                                                                               |
| <b>4a Valid intake/completion dates</b>                                 | September January                                                                                                                                                                                                                                     |
| <b>4b Mode of study (full/part time)</b>                                | PT                                                                                                                                                                                                                                                    |
| <b>4c Delivery method</b> (On-campus/<br>online or Distance Education)  | On-Campus/Bended                                                                                                                                                                                                                                      |
| <b>5. Professional, Statutory,<br/>Regulatory Body</b> (if appropriate) | Accredited by NHS England                                                                                                                                                                                                                             |
| <b>6. Apprenticeship Standard</b> (if<br>appropriate)                   | N/A                                                                                                                                                                                                                                                   |
| <b>7. Final qualification(s) available</b>                              | MSc Advanced Practice<br>MSc Advanced Practice (Nursing)<br>MSc Advanced Practice (Midwifery)<br>MSc Advanced Practice (Mental Health)<br>MSc Advanced Practice (Primary Care)<br>PG Diploma Advanced Practice<br>PG Certificate Health Care Practice |
| <b>8. Academic year effective from</b>                                  | 2026/7                                                                                                                                                                                                                                                |

### 9. Criteria for admission to the programme

Students admitted to this programme must have:

- Honours degree of 2:2 or above in nursing, midwifery, healthcare or a 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 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 (2025)/ 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 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 interdisciplinary teams, beyond traditional professional boundaries, in order to redesign services that support service users through collaborative and interprofessional 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 learning outcomes**

### **A. Knowledge and understanding**

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

A1 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.

A2 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.

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 and devise comprehensive policies, strategies 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 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.

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.

## **B. Skills**

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

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.

## 12. Teaching/learning methods

Students gain knowledge and understanding through:

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.

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:

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 students.

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. 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.

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.

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.

|                                                                                                                                         |  |                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------|
| <sup>1</sup> Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours |  | PT 8-10 hours depending on module |
| Approx. number of hours of independent study per week (at each level of study, as appropriate)                                          |  | PT 240 -300                       |

<sup>1</sup> This information will be used as part of our submission to Discover Uni (previously Unistats).  
<http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/>

|                                                                                                                 |                                   |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate). | PT<br>Dependent<br>upon<br>module |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------|

### 13. Employability

#### 13a: Development of graduate competencies

The MSc Advanced Practice programme is designed to equip students with the essential competencies and capabilities for advanced practice as outlined by National Health Service England. Through a combination of rigorous academic coursework, practical learning experiences, and research-based activities, students will enhance their **communication skills** by engaging in structured discussions, written assignments, and presentations, fostering clarity, precision, and persuasive argumentation. Problem-solving abilities are cultivated through the critical analysis of complex clinical issues/scenarios, where students are encouraged to apply decision-making and clinical reasoning processes. The programme promotes strong organisational, planning, leadership, and management skills through the completion of research projects, and assignments.

The development of **leadership and influence** is enabled through the many opportunities provided in modules through teamwork exercises, learning within the workplace, research initiatives, and working on their service improvement projects. Students build their confidence to undertake such roles and academic colleagues encourage students accordingly. **Entrepreneurship** is promoted through identifying and generating solutions to complex challenges and health issues to facilitate a strategic entrepreneurial mindset. Their self-directed learning and ability to identify gaps in knowledge enhances their deep intellectual **curiosity and enthusiasm to learn**. Skills of **empathy and inclusion** are enhanced by the diversity of the student body and by communicating with fellow students and staff, many of whom have diverse work based experiences. **Collaborative innovation** is enabled by actively contributing to and encouraging idea generation and respectfully challenging peers to ensure creative, positive outcomes. Using more advanced methodologies, researching multiple solutions and applying findings with precision and impact expands **problem-solving** skills and enables the delivery of high quality outcomes while working within deadlines. **Technological agility** is increased using health cutting edge platforms for research and innovation and adapting to rapidly changing technological landscapes, including generative AI within healthcare and utilising new techniques that are transformative to the health discipline. All the graduate competencies are designed to produce employable graduates with a diverse range of knowledge and skills, making them valuable assets in the workplace.

#### 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 role 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.

Through this programme the students engage with their learning and with the facilitation of the academic advisor, clinical supervisor and manager negotiate what is to be learned, making learning more realistic and relevant. Thus, meeting the needs for organisational development in addition to the student's development. The students are viewed as co-creators in this process and co-creators of knowledge. These all influence their professional practice and role development towards ACP status. Within this programme there is an emphasis on higher level skills such as critical reflection, analysis problem solving, creativity, evaluation and open mindedness.

In line with philosophies on adult and lifelong learning, students are supported through the processes of facilitation reflective engagement (including tripartite reviews with their clinical supervisor, manager and academic advisor) to enable them to define and articulate their own learning needs with regards to their advanced clinical practice roles, enhancing employability.

Dependent upon the capability and the learning required the student may wish to acquire further specialist knowledge, support or advice. This may vary from other clinical specialists, research and development team, attendance at specific seminars study days, webinars, shadowing, clinical visits to areas of excellence, self-managed learning etc. Individualised learning is determined by the student's professional learning needs

The teaching and learning strategy is one of blended learning to enable to promotion and integration of theoretical knowledge and knowledge derived from practice. This considered approach assists the enhancement of transformative learning and professional role development of the student within their workplace. The programme assessments will enable students to demonstrate the achievement of all the capabilities within the four pillars either through workplace or class/theory-based learning or both. The evidencing of this will be through the development of a portfolio.

### **13c: Placement and work experience opportunities (if applicable)**

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.

### **13d: Future careers / progression**

On completion of the MSc, (or exit award after passing NSA 4901) students will be entitled to use the professional title of Advanced I 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 to 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 schedule

NB. 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

This is an example

Level of study:

| Semester<br>(please specify) | Module                             |             | Assessment                      |                                                                                                                     |                                             |           |     |
|------------------------------|------------------------------------|-------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-----------|-----|
|                              | Title                              | Credit size | Learning Week                   | Method of assessment                                                                                                | Type of assessment<br>(tick as appropriate) |           |     |
|                              |                                    |             |                                 |                                                                                                                     | Formative                                   | Summative |     |
|                              |                                    |             |                                 |                                                                                                                     |                                             | Mid       | End |
| 1/2                          | Capabilities for advanced practice | 30          | Cumulative across the programme | Discussion of evidence                                                                                              | √                                           |           |     |
| 1/2                          | Capabilities for advanced practice | 30          | End of programme                | Portfolio of evidence against the advanced practice capabilities                                                    |                                             |           | √   |
| 1                            | Advanced Physical Assessment       | 30          | 5                               | Simulated OSCE<br><br>OSCE<br><br>Portfolio                                                                         | √                                           | √         | √   |
| 2                            | Non-Medical Prescribing            | 30          | 5                               | Assessor supervision<br>Numeracy<br>Pharmacology<br><br>Numeracy / Pharmacology<br><br>Practice Assessment Document | √                                           | √         | √   |
| 1/2                          | Advanced Practitioner Inquiry      | 30          | 6                               | Development of proposal<br><br>Presentation                                                                         | √                                           | √         |     |



|     |                             |    |   |                       |   |  |   |
|-----|-----------------------------|----|---|-----------------------|---|--|---|
|     |                             |    |   | Project proposal      |   |  | √ |
| 1/2 | Advanced Work Based Project | 60 | 6 | Detailed project plan | √ |  |   |
|     |                             |    |   | Project report        |   |  | √ |
|     |                             |    |   | Presentation          |   |  | √ |

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

### 15a: Structure of the programme

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 Advanced frameworks) that have already met and which can then be reflected in the portfolio. Workshops relating to the Recognition of Prior Learning (RPL) will be offered in order to support the students in their development and production of their claims.

Programme planning and advice will be offered to the students so that they can focus their learning on meeting the Advanced Practice criteria. This will be formally agreed through a programme approval process.

There are exit awards within this programme (Nursing, Midwifery, Mental Health, Primary Care). The programme structure is designed for the students to encapsulate and maximise their learning from the workplace. So, whilst there are 3 compulsory modules that all students undertake, the application of this learning in order to frame further learning within the workplace is paramount.

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 Advanced Practice.

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 Advanced Practice capabilities.

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

To be awarded the MSc, the total number of credits required, including any pre-accredited learning, is 180 (with up to 30 credits at FHEQ level 6).

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

### Part Time MSc Advanced Practice structure

|                         | Semester 1                                       |                                            | Semester 2                            |  | Semester 3 |  |
|-------------------------|--------------------------------------------------|--------------------------------------------|---------------------------------------|--|------------|--|
| Level of study (Year 1) | Capabilities for Advanced Practice<br>30 credits | Advanced Physical Assessment<br>30 credits | Non-Medical Prescribing<br>30 credits |  |            |  |
| Year 2                  | Advanced Practitioner Inquiry<br>30 credits      |                                            | Advanced Project<br>60 credits        |  |            |  |

### Part-time programme name structure

|                       | Semester 1 |  | Semester 2 |  | Semester 3 |  |
|-----------------------|------------|--|------------|--|------------|--|
| Level of study (Year) |            |  |            |  |            |  |

### 15b: Levels and modules

Level of study (year)

| Compulsory (Core)                                                                                                                                                             | Optional (Elective)                                                                   | Progression requirements |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------|
| <p>Students must take all of the following modules:</p> <p>NSA 4904 Capabilities of Advanced Practice 30 credits</p> <p>NSA 4630 Advanced Practitioner Inquiry 30 credits</p> | <p>Students can take a variety of clinical modules and / or RPL up to 60 credits.</p> |                          |

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| NSA 4760 Advanced Work Based Project<br><br>60 credits | Modules could include:<br><br>NSA 4100 Leadership for Public and Community Services<br><br>NSA 4512 Advanced Physical Assessment<br><br>NSA 4505 Minor Illness & Urgent Care<br><br>NSA 4710 Practice Educator<br><br>NSA 4903 Non-Medical Prescribing<br><br>NSA 4540 Minor Injury Assessment & Management<br><br>NSA 4200 Service Delivery & Quality Improvement<br><br>NSA 4639 Professional Nurse / Midwifery Advocate<br><br>NSA 4615 Advanced Review of Learning<br><br>NSA 4510 Principles of perioperative practice |  |
| 15c: Non-compensatory modules                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Module level                                           | Module code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| All modules are non-compensatable                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

## 16. Programme-specific support for learning

- Programme and advice on decisions regarding module and programme enrolment before commencing on the programme
- Tailor-made and comprehensive Welcome and Induction
- Specialist skills training and advice about opportunities for generic language and skills training;
- Availability of individual help and group sessions on academic writing and language from the Learning Enhancement Team.
- Supply of a comprehensive programme handbook and separate module handbooks for all modules
- Electronic and tailored reading lists available through MyMDX for each module;
- Online systems on MyMDX to support learning opportunities;
- Availability and guidance from library staff, including a dedicated Health Librarian;
- Availability of computer assisted learning facilities;
- Electronically accessible feedback on all summative module assessments;
- Facilities and equipment available to assist students with disabilities;
- Access to careers information and an Employability Service staffed with careers advisers with extensive knowledge of career options
- Access to libraries other than Middlesex University;
- Provision of close personal supervision (tripartite reviews) throughout the course via their module tutors/programme leader/ supervisors of research projects or internships, including availability of guidance during weekly open office hours.
- Monthly Communities of Practice forums
- Specialist support with academic writing and language; maths, statistics and numeracy

## 17. HECos code(s)

100287, 100290, 100288

## 18. Relevant QAA subject benchmark(s)

QAA qualifications framework (2024)

## 19. University Regulations

[Learning Framework 2031](#)

[University Regulations](#)

[Regulations for Post-Graduate Taught Programmes 2024-25](#)

## 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, (2023). Available from: [Quality Code \(qaa.ac.uk\)](https://www.qaa.ac.uk). [accessed 23-5-24].
- Health Education England (2025) Multi-professional framework for advanced clinical practice in England. HEE

## **21. Methods for evaluating and improving the quality and standards of learning**

A variety of sources of information are used to review and evaluate quality of standards of learning. These include:

- Operating within a School, Faculty and University framework for quality evaluation and enhancement.
- Regular monitoring of programme and module delivery.
- Continuing opportunities for feedback from students during workshops and seminars.
- Regular feedback from students through Programme Voice Groups.
- Feedback questionnaires completed by students during their programme (module)
- End of programme evaluation form.
- Participation by staff in external curriculum related staff development programmes.
- Regular departmental CPD meetings.
- Peer observation of teaching.
- Regular academic supervisor meetings.
- External Examiners' moderation of summative assessments, their end of year reports and our responses to those reports.
- Educational Monitoring and Enhancement (EME) review processes and action planning

## 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.                                                                                                                                                                                    |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Skills</b> |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 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.                                                                                                                                                                                 |



|    |    |    |    |    |    |    |    |    |  | A8 Programme learning outcomes |  |  |  |  |                                     |    |    |    |    |    |    |  |  |  |  |  |
|----|----|----|----|----|----|----|----|----|--|--------------------------------|--|--|--|--|-------------------------------------|----|----|----|----|----|----|--|--|--|--|--|
| A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 |  |                                |  |  |  |  | B1                                  | B2 | B3 | B4 | B5 | B6 | B7 |  |  |  |  |  |
|    |    |    |    |    |    |    |    |    |  |                                |  |  |  |  | Highest level achieved by graduates |    |    |    |    |    |    |  |  |  |  |  |
| 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<br>by Level of<br>study |    |    |    |    |    |    |    |    |    |  |  |  |  |  |    |    |    |    |    |    |    |
|------------------------------------|-------------------------------------|----|----|----|----|----|----|----|----|----|--|--|--|--|--|----|----|----|----|----|----|----|
|                                    |                                     | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 |  |  |  |  |  | B1 | B2 | B3 | B4 | B5 | B6 | B7 |
| Level of study (year)              |                                     |    |    |    |    |    |    |    |    |    |  |  |  |  |  |    |    |    |    |    |    |    |
| 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  |
|                                    |                                     |    |    |    |    |    |    |    |    |    |  |  |  |  |  |    |    |    |    |    |    |    |
|                                    |                                     |    |    |    |    |    |    |    |    |    |  |  |  |  |  |    |    |    |    |    |    |    |
|                                    |                                     |    |    |    |    |    |    |    |    |    |  |  |  |  |  |    |    |    |    |    |    |    |
|                                    |                                     |    |    |    |    |    |    |    |    |    |  |  |  |  |  |    |    |    |    |    |    |    |
|                                    |                                     |    |    |    |    |    |    |    |    |    |  |  |  |  |  |    |    |    |    |    |    |    |

| 23. Plans to transition to a new programme/phase out a programme |  |
|------------------------------------------------------------------|--|
| N/A                                                              |  |

| 24. Consultation                                                                                 |                |
|--------------------------------------------------------------------------------------------------|----------------|
| University link tutors                                                                           | N/A            |
| Programme coordinators<br>(for overseas campuses)                                                | N/A            |
| Students (via Programme<br>Voice Groups and other<br>channels of communication<br>e.g. intranet) | YES            |
| External Examiner(s)                                                                             | To be informed |
| Employers/industry                                                                               | N/A            |
| Professional Statutory and<br>Regulatory Bodies                                                  | N/A            |

| 25. Other information |
|-----------------------|
|                       |