School of Health and Social Work

Title of Programme: MSc Advanced Clinical Practice
Programme Code: HSACPM

Programme Specification

This programme specification is relevant to students entering:
02 September 2019

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman
Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/19</td>
<td>D</td>
<td>Inclusion of module Integrating Research with Professional Practice 7HSK0179 in semester A and B</td>
</tr>
</tbody>
</table>

If you have any queries regarding the changes please email AQQ@herts.ac.uk
Programme Specification  MSc Advanced Clinical Practice

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

A. Programme Rationale
Advanced Clinical Practice (ACP) offers a ‘new and bold vision for the development of the workforce in a consistent way to ensure safety, quality and effectiveness’ (ACP Toolkit 2019) and growth and investment in the workforce is a key priority within the NHS Long Term Plan (2019). ACP is being strongly driven by Health Education England and is endorsed by the Council of Deans for Health (CoDH). The programme has been developed to meet the national and local policy drivers for workforce transformation through a Masters level programme.

The MSc Advanced Clinical Practice is a programme for registered health professionals who are working at higher levels of practice and who want to develop their career to become ACPs. The programme is designed to enable students to achieve the capabilities of advanced practice as set out in the Multi-professional Framework for Advanced Clinical Practice in England, (2017). The MPF (2017) incorporates four pillars of practice – advanced clinical practice, leadership and management, research and education. Each pillar presents the capabilities that must be achieved to use the title ACP. The knowledge, understanding and skills to achieve and demonstrate these capabilities inform the MSc Advanced Clinical Practice programme.

B. Educational Aims of the Programme
The programme has been devised in accordance with the University’s graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:
Enable students to work as ACPs who will meet the capabilities of advanced clinical practice, leadership, education and research outlined in the Multi-professional Framework for Advanced Clinical Practice in England, (2017) who will:

- demonstrate a high level of autonomy and freedom to make decisions and act appropriately in complex and unpredictable situations
- undertake advanced level of assessments, and through selection and interpretation of appropriate clinical tests formulate a diagnosis and a plan of care using person-centred
approaches
• initiate and evaluate a range of interventions, which may include, for example, prescribing of medicines, therapies and care
• lead service improvements, educate and develop others and provide consultancy services related to advanced practice within an individual’s scope of practice
• critically evaluate the findings of research and audit to enhance advanced practice and develop a high level of expertise within one’s own practice and that of others

C. Intended Learning Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and Understanding:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 - Critically evaluate contemporary, high-quality evidence-based resources and the use of existing and emerging technology to inform and integrate into advanced clinical practice</td>
<td>Acquisition of knowledge and understanding is developed through a combination of lectures (A1-4), seminars (A 1-3), coursework (A 1-4) Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</td>
<td>Knowledge and understanding is assessed through a combination of examinations (A 1 &amp; 2) assessed coursework in the form of essays and reports (A 1- 4) and professional discussions (A3 &amp; 4)</td>
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<tr>
<td>A2- Identify gaps in the evidence; initiate and lead evidence-based activity that aims to enhance advanced clinical practice and contribute to the evidence base</td>
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<tr>
<td>A3- Critically evaluate evidence-based strategies to enhance the quality, safety, productivity and value for money of health and care provided by advanced clinical practitioners</td>
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<tr>
<td>A4- Develop and implement robust governance systems and systematic documentation processes for advanced clinical practice</td>
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<table>
<thead>
<tr>
<th>Intellectual skills:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>B1- Demonstrate advanced critical thinking, independent decision-making skills, problem solving skills and professional</td>
<td>Intellectual skills are developed through a combination of lectures (B1-4), seminars and group work (B 1-3). Analysis, problem solving</td>
<td>Intellectual skills are assessed through examinations (B 1 &amp; 4) portfolios of evidence of</td>
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</table>
judgement in the assessment of individuals and families in order to determine appropriate care

B2- Use expertise in clinical reasoning to plan and manage care including complex and unpredictable episodes of care; in order to improve future care and service delivery

B3- Critically appraise an individual’s scope of practice within legal, ethical, professional and organisational policies, procedures and codes of conduct to manage risk and enhance the care experience

B4- Critically appraise and synthesise the outcomes of research, evaluation and audit and apply this within own and others’ practice and promote the use of evidence-based standards, policies and clinical guidelines

<table>
<thead>
<tr>
<th>Practical skills:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1- Practise with a high level of autonomy, act as a role model and be accountable for decisions and omissions; working in line with relevant codes of professional conduct, professional standards and scope of practice</td>
<td>Practical skills are developed through learning in practice (C 1-9), practical skills sessions in class (C 2-8) Group work (C 2-8)</td>
<td>Practical skills are assessed through OSCE examinations (C 1-4) Portfolio of evidence of learning in practice (C1-8) assessed coursework including essays and reports (C1 &amp; 4-9)</td>
</tr>
<tr>
<td>C2 - Demonstrate advanced assessment methods requesting and interpreting diagnostic tests and/or conducting health and care needs assessments using person-centred approaches</td>
<td>Throughout the learner is expected to consolidate their development of practical skills through reflection on practice and the use of technology to support learning</td>
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<tr>
<td>C3- Undertake appropriate risk assessments to ensure the safety of individuals and families and evaluate the impact on health and wellbeing facilitating and encouraging individuals to manage their own health to</td>
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</tbody>
</table>

Throughout, the learner is encouraged to develop intellectual skills further by independent study
make informed choices

C4- Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care

C5- Recognise and respond to individuals' motivation and development stage and capacity and work in partnership to empower individuals to participate in decisions about care designed to maximise their health and wellbeing

C6- Identify the need for change; generate practice innovations; lead new practice and service redesign solutions and participate in peer review of own and others' practice in response to individuals' feedback and service need

C7- Identify and manage risk in own and others’ clinical practice; be receptive to challenge and demonstrate the ability to challenge others.

C8 - Evaluate and audit own and others' advanced clinical practice and act on the findings

C9- Disseminate research, audit and service developments through appropriate media to further advanced clinical practice.

Transferable skills:

D1- Critically evaluate learning needs and engage in self-directed learning to maximise potential to lead and transform care and services

D2- Work collaboratively to

Teaching/learning methods & strategies

Transferable skills are developed through a combination of lectures (D1, 4 & 6), seminars and group work (D 2, 3, 5 & 6). Learning in practice (D 1-6)

Throughout, the learner is facilitated to develop transferable skills by maintaining a record of

Assessment

Transferable skills are assessed through course work including essays and reports (D 1, 3, 4, 5 & 6) and a Portfolio of evidence of learning in practice (D 1-6)
D. Programme Structures, Features, Levels, Modules, and Credits

The programme has 2 pathways, a standard MSc pathway and an apprenticeship pathway.

The **standard MSc pathway** is offered in a part-time (2-5 years) mode, and leads to one of the following awards:

- MSc Advanced Clinical Practice (2-5 years)
- PGDip Clinical Practice (2-4 years)
- PGCert Clinical Practice (1-2 years)

Intake is semester A (September), B (January/February)

**Professional and Statutory Regulatory Bodies**

For recognition as a non-medical prescriber by the Nursing and Midwifery Council (NMC) the Health and Care Professions Council (HCPC) and the General Pharmaceutical Council (GPC), the non medical prescribing
module has been validated within the Specialist Practice Community Nursing programme at MSc level and is a module that will be undertaken by many students on the programme.

Work-Based Learning, including Sandwich Programmes (applies only to the apprenticeship pathway)

NA

Programme Structure

Standard pathway award

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Part time 2-5 years

Entry point A September & B January

<table>
<thead>
<tr>
<th>Compulsory Modules</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Clinical Practice</td>
<td>7HSK0289</td>
<td>15</td>
<td>English</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>A, B</td>
</tr>
<tr>
<td>Advanced Health Assessment and Diagnostic Indicators</td>
<td>7HSK0290</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>A, B, C</td>
</tr>
<tr>
<td>Advanced Work Based Skills - Diagnostic Interpretation</td>
<td>7HSK0291</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Advanced Work Based Skills - Therapeutic Interventions</td>
<td>7HSK0292</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Integrating Research with Professional Practice</td>
<td>7HSK0179</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A, B</td>
</tr>
<tr>
<td>Leadership, Education and Developing Others Practice Development Project</td>
<td>7HSK0293</td>
<td>30</td>
<td>English</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>A, B</td>
</tr>
<tr>
<td></td>
<td>7HSK0294</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB, BC</td>
</tr>
</tbody>
</table>

The award of an MSc requires 180 credit points passed at Level 7. Credits must include the compulsory modules plus either Nonmedical prescribing or the equivalent credit value (30 credits) of modules that include therapeutic interventions. In addition, students may undertake options that are offered within other University of Hertfordshire programmes and meet the learning outcomes of the programme.

<table>
<thead>
<tr>
<th>Optional Modules</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% examination</th>
<th>% coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHP Independent Prescribing</td>
<td>7HSK0109</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB, BC</td>
</tr>
<tr>
<td>AHP Supplementary Prescribing</td>
<td>7HSK0110</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB, BC</td>
</tr>
<tr>
<td>Nurse Independent Prescribing</td>
<td>7HSK0263</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB, BC</td>
</tr>
<tr>
<td>Pharmacist Independent Prescribing L7</td>
<td>7NMH1054</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB, BC</td>
</tr>
<tr>
<td>Therapeutic Interventions for Advanced Clinical Practice 1</td>
<td>7HSK0302</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A, B</td>
</tr>
<tr>
<td>Therapeutic Interventions for Advanced Clinical Practice 2</td>
<td>7HSK0303</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A, B</td>
</tr>
<tr>
<td>Injection Therapy for Advanced Clinical Practitioners</td>
<td>7HSK0298</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A, B</td>
</tr>
</tbody>
</table>
Psychological Therapeutic Interventions 7HSK0299 15 English 0 100 0 A, B
Paediatric Urgent & Emergency Care 7HSK0266 30 English 0 100 0 AB
Cardiology in out of hospital Care 7HSK0087 30 English 0 60 40 AB
Musculoskeletal Trauma: Image Recognition for Healthcare Professionals 7HSK0073 15 English 0 0 100 A
Musculoskeletal Pathologies: Image Recognition for Healthcare Professionals 7HSK0074 15 English 0 0 100 B
Imaging modalities for health care professionals 7HSK0235 15 English 0 0 100 C
Minor Illness – Diagnostics & Interventions 7HSK0172 15 English 0 100 0 A, B
Minor Injuries – Autonomous Practice 7HSK0170 15 English 0 100 0 B

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of (normally):</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>Advanced Clinical Practice</td>
<td>180 credit points at level 7</td>
<td>9 Semesters</td>
<td>All programme learning outcomes (see Table 2)</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>Clinical Practice</td>
<td>120 credit points at Level 7</td>
<td>5-8 Semesters</td>
<td>A1 A2 A3 A4 B1 B2 B3 C1 C2 C3 C4 C5 C7 C8 D1 D2 D3 D4 D5 D6</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>Clinical Practice</td>
<td>60 credit points, at level 7</td>
<td>4-6 Semesters</td>
<td>A1 A2 A3 A4 B1 B2 B3 B4 C1 C2 C3 C5 C7 C8 D1 D2 D3 D4</td>
</tr>
</tbody>
</table>

MSc Masters and Diploma awards can be made “with Distinction” or “with Commendation” where criteria as described in UPR AS14, Section D and the students’ handbook are met.

Programme-specific assessment regulations

The programme is compliant with the University’s academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 (delete as applicable) and UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

Further points of clarification and interpretation relevant to this specific programme are given below:
- Students must remain in employment within a healthcare organisation where they are supported by the employer to undertake the programme
- Final compensatory credit (exemption from UPR AS14 section D4.4) and inter-modular compensation is not permissible within the programme

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:
- Dean of School, Heads of Department – provide strategic management of the programme
- Associate Deans of School Academic Quality and Learning and teaching – provide strategic management and development that support the delivery of the programme and enhance the student experience
• A Programme Lead / Admissions tutor to support students in their application for the programme, understand the requirements of the programme and induction to the university and provide guidance throughout the programme
• Module Leaders to provide academic support
• Personal Tutors – to provide profession specific and pastoral support
• Clinical supervisor/ Practice assessor – to provide guidance, support and assessment in the practice environment
• Student representatives on the Programme Committee to inform the management and development of the programme
• Academic Skills Support Tutor
• Literacy Support Tutor
• A designated Programme Administrator

Support

Students are supported by:
• A briefing/induction day at the beginning and end of the academic session
• StudyNet, a versatile on-line inter-active intranet and learning environment
• Access to extensive digital and print collections of information resources
• Attractive modern study environments in 2 Learning Resources Centres
• A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc.
• Office of Dean of Students, incorporating Chaplaincy, Counselling and Nursery
• Medical Centre
• A Disabled Student Co-ordinator
• An Equal Opportunities Officer
• The Students’ Union
• Guided student-centred learning through the use of StudyNet
• A Careers Service for all current students and graduates

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

• A Programme (or Student) Handbook
• A Definitive Module Document (DMD) for each constituent module;
• A Module Guide for each constituent module.

The Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University’s rules, regulations and procedures. These are published in a series of documents called ‘University Policies and Regulations’ (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07; ‘Regulations and Advice for Students’ Particular Attention - Index’ provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OIS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/. Furthermore, the OIS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student
Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel’s report and conclusions can be accessed at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147

G. Entry requirements

The normal entry requirements for the standard Masters pathway programme are:

- Normally a first degree in a health related discipline that includes a research focused module. Applicants with evidence of equivalent professional development or academic proficiency will be considered. Applicants with non-European academic qualifications will need to supply evidence of equivalency through NARIC.
- Current registration with one of the statutory regulators of health and care professions
- Employment as a health care professional in an appropriate setting
- Evidence of their employer’s recommendation for their application for a programme of study leading to an Advanced Practice role including a formal reference from the employer confirming:
  - the applicant demonstrates professional values and behaviours, respecting people’s diversity, beliefs, culture, needs, values and preferences and shows respect and empathy acting as a role model for others
  - the applicants ‘clinical readiness’ to undertake the programme
- Evidence of employer support to undertake the programme including the provision of a mentor with ‘occupational competence’ and the availability of appropriate clinical supervision
- Normally a minimum of 3 years post-qualification experience.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: Vijaya Rajoo Naidu, Programme Lead v.rajoo-naidu@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner’s Report for the programme, please email a request to aqo@herts.ac.uk
Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules – **Standard pathway**

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>B1</th>
<th>B2</th>
<th>B3</th>
<th>B4</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
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<th>D3</th>
<th>D4</th>
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<td>Advanced Health Assessment and Diagnostic Indicators</td>
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<td>Advanced Work Based Skills - Diagnostic Interpretation</td>
<td>7HSK0291</td>
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<tr>
<td>Advanced Work Based Skills - Therapeutic Interventions</td>
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<tr>
<td>Integrating Research with Professional Practice</td>
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<td>Practice Development Project</td>
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<td>Nurse, AHP or Pharmacist Independent Prescribing Or Therapeutic interventions module</td>
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<td>7HSK0263</td>
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Programme Learning Outcomes (as identified in section 1 and the following page)
KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. Critically evaluate contemporary, high-quality evidence-based resources and the use of existing and emerging technology to inform and integrate into advanced clinical practice

A2. Identify gaps in the evidence; initiate and lead evidence-based activity that aims to enhance advanced clinical practice and contribute to the evidence base

A3. Critically evaluate evidence-based strategies to enhance the quality, safety, productivity and value for money of health and care provided by advanced clinical practitioners

A4. Develop and implement robust governance systems and systematic documentation processes for advanced clinical practice

Practical Skills

C1. Practise with a high level of autonomy, act as a role model and be accountable for decisions and omissions; working in line with relevant codes of professional conduct, professional standards and scope of practice

C2. Demonstrate advanced assessment methods requesting and interpreting diagnostic tests and/or conducting health and care needs assessments using person-centred approaches

C3. Undertake appropriate risk assessments to ensure the safety of individuals and families and evaluate the impact on health and wellbeing facilitating and encouraging individuals to manage their own health to make informed choices

C4. Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care

C5. Recognise and respond to individuals’ motivation and development stage and capacity and work in partnership to empower individuals to participate in decisions about care designed to maximise their health and wellbeing

C6. Identify the need for change; generate practice innovations; lead new practice and service redesign solutions and participate in peer review of own and others’ practice in response to individuals’ feedback and service need

C7. Identify and manage risk in own and others’ clinical practice; be receptive to challenge and demonstrate the ability to challenge others.

C8. Evaluate and audit own and others’ advanced clinical practice and act on the findings

C9. Disseminate research, audit and service developments through appropriate media to further advanced clinical practice.
Intellectual Skills

B1. Demonstrate advanced critical thinking, independent decision-making skills, problem solving skills and professional judgement in the assessment of individuals and families in order to determine appropriate care

B2. Use expertise in clinical reasoning to plan and manage care including complex and unpredictable episodes of care; in order to improve future care and service delivery

B3. Critically appraise an individual’s scope of practice within legal, ethical, professional and organisational policies, procedures and codes of conduct to manage risk and enhance the care experience

B4. Critically appraise and synthesise the outcomes of research, evaluation and audit and apply this within own and others’ practice and promote the use of evidence-based standards, policies and clinical guidelines

Transferable Skills

D1. Critically evaluate learning needs and engage in self-directed learning to maximise potential to lead and transform care and services

D2. Work collaboratively to identify and meet the learning and development needs of health or care professionals and act as a role model and mentor

D3. Advocate and contribute to the development of an organisational culture that supports life-long learning and development, evidence-based practice and succession planning.

D4. Demonstrate the impact of advanced clinical practice within an individual’s scope of practice and the wider community

D5. Provide consultancy across professional and service boundaries in order to drive service development and influence advanced clinical practices to enhance quality, productivity and value

D6. Provide professional leadership and supervision in situations that are complex and unpredictable and instil confidence and clinical credibility in others; working across boundaries to promote person-centred care
Section 2

Programme management

Relevant QAA subject benchmarking statements
Type of programme
Date of validation/last periodic review
Date of production/ last revision of PS
Relevant to level/cohort
Administrative School

None
Taught Postgraduate
May 19
October 19
Level 7 entering September 2019
School of Health and Social Work

Table 3 Course structure

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<tr>
<th>Course code</th>
<th>Course description</th>
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<td>HSACPM</td>
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