Course Specification

MSc Advanced Clinical Practice

Course Code: MACPR

2020/21
MSc Advanced Clinical Practice
Material Information Summary for Postgraduate Applicants
Confirmed at July 2019

General Information
Award
Master of Science Advanced Clinical Practice

Contained Awards
Postgraduate Certificate Health Care Practice
Postgraduate Diploma Advanced Clinical Practice

Awarding Body
Leeds Beckett University

Level of Qualification & Credits
Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at level 7 of the Higher Education Credit Framework for England.

Course Lengths and Standard Timescales
Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below:
- 30 months part-time

Location of Delivery
City Campus, Leeds, plus the location of placement/ work related activities.

Entry Requirements
Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning.
Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.

Course Fees
Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information
Timetables will be made available to students during induction week via:
- The Student Outlook Calendar
- The Student Portal (MyBeckett)
- The Leeds Beckett app
Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations
www.leedsbeckett.ac.uk/public-information
The course adheres to the University Academic Principles and Regulations except where noted below.
Fitness to Practise: The Non-Medical Prescribing modules are authorised to use the University’s Fitness to Practise Policy and Procedures: http://www.leedsbeckett.ac.uk/-/media/files/public-information/student-fitness-to-practise-policy–procedure.pdf?la=en

Exceptions to the Academic Regulations: Assessments: All components of assessment must be passed at the stated threshold for numeric marking or a pass in pass/fail marking to achieve the target award in order to evidence a student has met the capabilities set out in the HEE (2017) Multi-Professional Framework for Advanced Clinical Practice in England. Where the assessment has a pass mark above the Regulatory pass mark, the details are provided in the module handbook.

This exception also applies to the PG Diploma Advanced Clinical Practice contained award modules (which excludes the dissertation module).

Your Key Contacts

Course Director: Paul Mackreth, p.mackreth@leedsbeckett.ac.uk
Course Leader: Scott Warren, s.w.warren@leedsbeckett.ac.uk
Academic Adviser: To be confirmed at induction
Course Administrator: Sarah Kitching, s.j.kitching@leedsbeckett.ac.uk

Work Placement Information

Summary: Students are not formally placed in a practice area, but are required to be clinicians in an area that is suitable for the development of an advanced role.

Length: One day a week for Advanced Clinical Practice. For the Non-Medical Prescribing module, there is 90 hours of practice.

Location: Practice placements are provided by the seconding employers.

Professional Accreditation or Recognition Associated with the Course

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

Accreditation/ Recognition Summary
Registered professionals can achieve the required professional standards to register as dual qualified independent and supplementary non-medical prescribers, unless the profession only undertakes supplementary prescribing.

Course Overview

Aims
The course provides healthcare professionals with the opportunity to develop attributes associated with each of the four professional pillars through a range of teaching and learning andragogy. They undertake six
core modules to ensure the necessary generic professional and clinical learning outcomes are achieved to practise as an ACP across different areas of health and social care. As students they are encouraged to adapt these generic skills to their own particular area of practice. Students from professions who do not yet have the legal authority to prescribe as independent or supplementary non-medical prescribers will undertake the Evidencing Professional Learning module instead of the Non-Medical Prescribing module.

Course Learning Outcomes
At the end of the course, students will:

- Practise with a high level of autonomy and use critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act upon potential diagnoses.
- Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; evaluate events to improve future care and service delivery; discharge or refer appropriately to other services.
- Assess and develop own learning needs and others in order to contribute to the culture within an organisation that supports life-long learning and development.
- Be able to provide professional leadership and innovation clinically, and across professional and service boundaries to promote and develop professional practice.
- Develop and apply evidence-based research strategies that are evaluated to enhance the quality, safety, productivity and value for money of health and care.
- Demonstrate personal responsibility and a higher level of professional accountability.

Teaching and Learning Activities

Summary
The course team has listened to students and learnt from their experience of returning to study from and balancing the demands of clinical practice. The following activities have been designed to support this process.

Course Induction: It is recognised that professionals can be challenged by the prospect of returning to academic study. Mid-career study is an opportunity to stand back and reflect upon approaches to professional practice. To facilitate the transition between busy day to day healthcare professional practice and formal postgraduate study, a one week induction programme is offered. This assists in the orientation of online systems and the campus, allows time for the student registration process, provides opportunities to create and form groups and is the commencement of course, multi-professional and University relationships.

Experiential learning in developing advanced clinical practice: Assessment, learning and teaching activities embrace a student-centred philosophy and are designed around the principles of progressive lifelong learning and the development of postgraduate skills. Students enter their course as experienced ‘expert’ healthcare professionals and then become ‘novices’ in their journey in meeting the standards for ACP multi-professional practice, (Benner 1984; HEE, 2017). They form a strong professional and course identity in working as a multi-professional peer group in classroom based, clinical simulation and work-based tasks. This process is facilitated by a Course Leader/ Personal Tutor who is a specialist in the field of practice, together with a qualified practice-based medical facilitators. The process of learning and evidencing
professional learning is further supported by the eportfolio which provides a means by which students can share and develop their reflective work with tutors and medical facilitators.

**Multi-Professional Learning and Advanced Clinical Practice across the care sector:** Given the diversity of care settings and the professions that provide Advanced Clinical Practice, learning activities have been designed that both use the diversity as a learning resource and also to ensure that students with varying levels of experience can equally progress throughout the course. The classroom-based group learning activities actively encourage multi-professional learning whereby students with different levels of expertise can openly discuss and share their expertise or areas for development. These discussions foster relationships that are shared both in the classroom and carried forward to clinical settings. As professions have specific identities, groups are tutored by those who have similar professional backgrounds, e.g., students who work in the hospital sector can be supported by academic tutors who teach emergency or acute medicine. Likewise, those who work more in primary or preventative care are supported by lecturers with expertise in primary care.

The use of clinical and patient pathways demonstrate that, whilst ACPs work autonomously, each profession and care sector actively contributes to positive patient outcomes through the integration of care.

**Your Modules**
This information is correct for students progressing through the course within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

**Level 7 Core Modules**
- Advanced Health Assessment 20 credits
- Assessment and Management of Complex Health Conditions 20 credits
- Non-Medical Prescribing/ Non-Medical Prescribing for Allied Health Professions 40 credits
- Professional Development in Advanced Clinical Practice 20 credits
- Understanding Social Research and Evaluation 20 credits
- Research in Practice (dissertation) 60 credits

Students from professions who do not yet have the legal authority to prescribe as independent or supplementary non-medical prescribers undertake the Evidencing Professional Learning module instead of the Non-Medical Prescribing module.

**Assessment Balance and Scheduled Learning and Teaching Activities**
The assessment balance and overall workload associated with this course are calculated from core modules. A standard module equates to 200 notional learning hours, comprising teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

**Assessment**
On this course students are assessed through coursework, written examinations, OSCEs, a portfolio for placement, practical skills assessments and a dissertation. Students are assessed in practice.
Workload
The overall workload is informed by whether the students undertake Non-Medical Prescribing or Evidencing Professional Learning, and the following provides an indication of the time required for different activities:

<table>
<thead>
<tr>
<th>Overall Workload for the Course</th>
<th>Hours when undertaking Non-Medical Prescribing</th>
<th>Hours when undertaking Evidencing Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching, Learning and Assessment</td>
<td>392</td>
<td>254</td>
</tr>
<tr>
<td>Independent Study</td>
<td>1134</td>
<td>1362</td>
</tr>
<tr>
<td>Placement</td>
<td>274</td>
<td>184</td>
</tr>
</tbody>
</table>

Learning Support
If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter and a transcript. You may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentexperience@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students’ Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.