

**Programme Specification**

**Title of Course: PGDip/ MSc Advanced Clinical Practice**

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| **Date first produced** | October 2021 |
| **Date last revised** | *NA* |
| **Date of implementation of current version** | October 2022 |
| **Version number** | 1 |
| **Faculty** | HSSCE |
| **School** | Nursing |
| **Department** |  |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | MSc Advanced Clinical Practice  PG Dip Advanced Clinical Practice |
| **Intermediate Awards(s) and Title(s):** |  |
| **FHEQ Level for the Final Award:** | Level 7 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston Hill Campus |
| **Language of Delivery:** | English |
| ***Modes of Delivery:*** | Part time |
| **Available as:** | Full field |
| **Minimum period of registration:** | PGDip Part-time - 4 teaching blocks  MSc Part-time - 2 years |
| **Maximum period of registration:** | PGDip Part-time – 4 years  MSc Part-time - 4 years |
| **Entry Requirements:** | **Standard entry qualifications**:  Honours degree 2(ii) or above.  **Non-standard applicants** may be considered if they meet one of the following:   * Diploma (HE) and free-standing level 6 credit\* (minimum 30 credits B grade or above) * Third class or ordinary degree which includes a minimum of 30 credits at level 6, B grade or above * PGCert or 60 free-standing level 7 credits\* without a diploma (HE).   \*Free-standing credit normally awarded within the past 5 years.    **All applicants will**:   * hold a recognised professional healthcare qualification and current UK professional registration * have a minimum of two years’ full-time clinical experience (or part-time equivalent) in health or social care employment, and be working in a practice setting which enables the achievement of the Health Education England (HEE) Multi-professional Advanced Clinical Practice Standards * be employed in a senior clinical role (normally Agenda for Change Band 6 or 7) * provide written evidence of employer support and opportunity for development into an advanced clinical practitioner role * provide self-certification of Good Health and Good Character.   Additional entry criteria may apply to specified modules and will be indicated in the module outlines.  A minimum Academic IELTS of 7.0 overall with 6.5 in writing and 7.0 in all other elements is required for non-native speakers who have not completed a UK degree/DipHE or who do not have the equivalent of GCSE English at grade 4 (formerly grade C) (e.g. Functional Skills Level 2 Literacy).  **Short course applicants**  Applicants may take modules from the programme as free-standing CPD without registering for an award. Short course enrolment leading to an accumulation of 60 (or more) free-standing credits will normally lead to programme enrolment. Applicants must meet programme entry requirements.  **Entry with Advanced Standing and Recognition of Prior Learning (RPL)**  Applicants may be given credit for prior certificated learning (free-standing credit or interim postgraduate awards) up to the credit values specified below:   * 120 credits of the 180 credits required for the M.Sc. * 75 credits of the 120 credits required for the Postgraduate Diploma.   RPL claims are assessed to ensure prior learning is current (normally credit will have been gained no longer than 5 years prior to enrolment on the course) and matches specific modules in the programme.  St George’s University of London students who gained credit on the earlier Joint Faculty version of the programmes referred to in this Programme Specification may apply to RPL in both the credits awarded and the grades. |
| **Programme Accredited by:** | NA |
| **QAA Subject Benchmark Statements:** | QAA Master’s Degree Characteristics. |
| **Approved Variants:** | *15 credit Modules\**:   * PGDip Advanced Clinical Practice: Up to 6 x 15 credit modules * MSc Advanced Clinical Practice: Up to 8 x 15 credit modules.   ***\**** Application for variant submitted. |
| **UCAS Code:** | NA |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

**The overall aims of the MSc programme are to**:

1. Deliver contemporary core and contextual modules at level 7 which enable experienced healthcare professionals develop their capabilities in clinical practice, leadership and management, education and research, in order to extend their role and provide timely, high-quality patient orientated care.
2. Prepare registered healthcare professionals for enhanced autonomy and responsibility associated with advanced clinical practice, and develop their ability to manage complexities in healthcare through enhanced critical thinking, expert clinical decision-making, clinical leadership and research informed practice.
3. Emphasise person-centred care by developing skills in compassionate leadership, joint decision-making, and critical engagement with ethical and humanistic concerns.
4. Develop practitioners able to critically evaluate contemporary healthcare research and advanced scholarship, and who can demonstrate originality in problem solving and when managing unpredictable and complex issues.
5. Develop healthcare professionals able to actively participate in the advancement of contemporary healthcare knowledge, service enhancement through research, quality improvement and innovation.
6. Prepare healthcare professionals who, upon successful completion of the programme, will meet the requirements for recognition as an advanced clinical practitioner.

**The overall aims of the PGDip are to**:

1. Deliver contemporary core and contextual modules at level 7 which enable experienced healthcare professionals develop their capabilities in clinical practice, leadership and management, education and research, in order to extend their role and provide timely, high-quality patient orientated care.
2. Prepare registered healthcare professionals for enhanced autonomy and responsibility associated with advanced clinical practice, and develop their ability to manage complexities in healthcare through enhanced critical thinking, expert clinical decision-making, clinical leadership and research informed practice.
3. Emphasise person-centred care by developing skills in compassionate leadership, joint decision-making, and critical engagement with ethical and humanistic concerns.
4. Develop practitioners able to critically evaluate contemporary healthcare research and advanced scholarship, and who can demonstrate originality in problem solving and when managing unpredictable and complex issues.
5. **Intended Learning Outcomes**

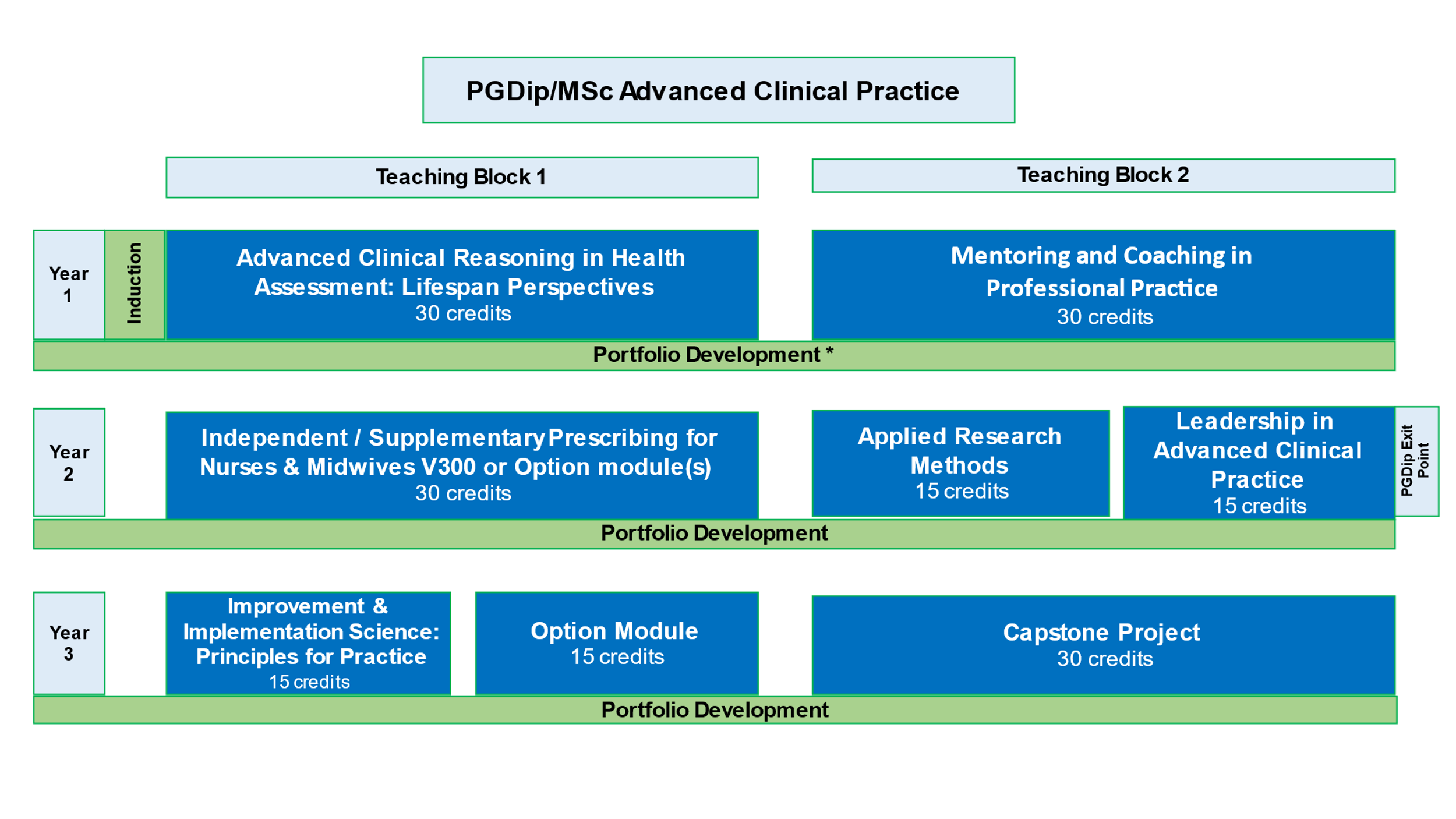
The course outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the knowledge, skills and behaviour outlined in the Multi-Professional Framework for Advanced Clinical Practice in England (HEE, 2017)– see Appendix 1 for mapping document. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

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| --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical Skills**  On completion of the course students will be able to |
| A1 | Articulate a detailed understanding of the role of the advanced clinical practitioner within the context of their speciality and in relation to other healthcare environments and disciplines. | B1 | Critically evaluate and synthesise the theoretical and process knowledge underpinning the four pillars of advanced clinical practice: clinical practice, leadership, education and research. | C1 | Work collaboratively within the multi-disciplinary team and implement the core capabilities of advanced clinical practice within the context of their speciality. |
| A2 | Apply in-depth knowledge and reasoning to evaluate and rationalise decisions in complex clinical assessment and when formulating differential diagnoses and treatment interventions, using a person-centred approach. | B2 | Interpret and apply multiple knowledge forms and investigative methodologies required for comprehensive diagnostic reasoning, complex decision-making and problem-solving strategies. | C2 | Critically reflect on, and evaluate, the practical skills used to perform comprehensive history taking and physical assessment, alongside relevant investigative tests to promote safe, effective patient-centred care. |
| A3 | Apply a deep and systematic understanding of educational, coaching and supervision models, alongside systematic leadership knowledge, to contribute to an organisational culture of lifelong learning and service improvement. | B3 | Take responsibility for personal and professional development of self and others through life-long learning, based on the application of educational concepts/models, critical enquiry, reflective practice and appraisal of evidence. | C3 | Critically reflect on the educational and leadership capabilities used to identify and manage the risks and uncertainties in practice. |
| A4 | Articulate mastery of knowledge in research methods and evidence-based practice. | B4 | Critically evaluate research methods and evidence-based practice for its application and impact on contemporary healthcare practice. | C4 | Autonomously lead service improvement initiatives to improve patient safety, implementing models that use scientific knowledge. |
| A5 | Apply in-depth understanding of the scientific knowledge underpinning quality improvement, to narrow the theory-practice gap and enhance patients’ safety.  *MSc only* | B5 | Complete a capstone project which demonstrates systematic inquiry, synthesis of evidence, project management skills and originality of thinking.  *MSc only* | C5 | Evaluate the impact of the capstone project on service improvement and disseminate findings to promote best practice and enhanced understanding of specific healthcare issues.  *MSc only* |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Outline Programme Structure**



Note: Portfolio is pass/fail.

Full details of each module will be provided in module descriptors and student module guides. For information on option module selection and coherence of students’ study plans please see section D. New option modules may be added over time.

Note: As per [GR5](https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/user-upload/kingston-university-63963086086-kingston-university-gr5-changes.pdf) within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students as soon as these circumstances arise by email.

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| **Level 7** | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** |
| Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives | NW7032 | 30 | 7 | 1 |  |
| Mentoring and Coaching in Professional Practice | SW7044 | 30 | 7 | 1 & 2 |  |
| Applied Research Methods | NW7011 | 15 | 7 | 2 |  |
| Leadership in Advanced Clinical Practice | NW7020 | 15 | 7 | 2 |  |
| Improvement and Implementation Science: Principles for Practice | NW7019 | 15 | 7 | 1 |  |
| Capstone Project | NW7012 | 30 | 7 | 2 |  |
| Portfolio of Advanced Clinical Practice | NW7035 | None | 7 | All |  |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| 12 Lead ECG | NW7005 | 15 | 7 | 1 |  |
| Adult Critical Care Polytrauma: Assessment and Management | NW7007 | 15 | 7 | 1 |  |
| Advanced Practice: Minor Ailment Management | NW7008 | 15 | 7 | 1 |  |
| Advanced Practice: Minor Injury Management | NW7009 | 15 | 7 | 1 |  |
| Best Interests Assessor | SW7035 | 30 | 7 | 2 |  |
| Independent/Supplementary Prescribing for Nurses and Midwives (V300) | NW7033 | 30 | 7 | 2 |  |
| Cardiac Arrhythmias: Interpretation and management | NW7013 | 15 | 7 | 1 |  |
| Cardiac Care: Patient Assessment and Management | NW7014 | 15 | 7 | 1 |  |
| High Dependency Issues in Maternity Care | NW7018 | 30 | 7 | 1 |  |
| Perinatal Mental Health | NW7021 | 15 | 7 | 1 |  |
| Professional Advocate | NW7023 | 15 | 7 | 1 |  |
| Respiratory Care for the Acute Setting | NW7026 | 15 | 7 | 1 |  |
| Safeguarding Adults at Risk | SW7036 | 15 | 7 | 2 |  |
| Work Based Learning - 15C | NW7029 | 15 | 7 | 1 |  |
| Work Based Learning – 30C | NW7030 | 30 | 7 | 1 |  |
| Work Based Learning – 60C | NW7034 | 60 | 7 | 1 |  |
| Working With Families, Carers and Significant Others | NW7031 | 30 | 7 | 1 |  |

Students exiting the programme with 120 level 7 credits\* and a pass in the *Portfolio of Advanced Clinical Practice* are eligible for the award of PgDip in Advanced Clinical Practice*.* The 120 credits must include the core modules *Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives*; *Mentoring and Coaching in Professional Practice*; *Applied Research Methods* and *Leadership in Advanced Clinical Practice.*

Students exiting the programme with 180 level 7 credits\* and a pass in the *Portfolio of Advanced Clinical Practice* are eligible for the award of MSc in Advanced Clinical Practice*.* The 180 credits must include the core modules *Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives*; *Mentoring and Coaching in Professional Practice*; *Applied Research Methods*; *Leadership in Advanced Clinical Practice, Implementation and Improvement Science: Principles for Practice and the Capstone Project.*

\*May include 30 credits level 6 via RPL if overall programme learning outcomes and HEE capabilities are met.

1. **Principles of Teaching, Learning and Assessment**

**Programme Design**

The programme is aimed at employed, registered health care professionals, and has been designed in partnership with healthcare employers, ensuring currency and relevance to the workplace. It reflects contemporary healthcare and provides an integrated programme of university-based education applied to professional practice. A number of practice focused modules incorporate clinical competencies assessed in the workplace.

Programme design embraces the principles outlined in the *Kingston University Revised Academic Framework* and *Inclusive Curriculum Framework*. Our students come from diverse educational, cultural and healthcare backgrounds, with different learning styles and educational experiences. This diversity is valued as it not only enriches the learning for all, but also reflects the diversity of the service users and staff our students work with. Inclusivity bridges curriculum design and the assessment strategy to ensure that students are not unduly advantaged or disadvantaged due to their prior, or lack of prior, educational or practice experience.

Curriculum content aims to develop the student’s specialist and/or advanced skills and knowledge required for career and professional advancement within the relevant healthcare sector. The curriculum offers a continuous learning process, where theory and workplace learning are interlinked. The integration of theory and practice is achieved through a variety of learning, teaching and assessment strategies which require students to critically analyse, evaluate and reflect on their practice experiences in the workplace. Students will also develop a portfolio of evidence over the duration of the course, demonstrating achievement of the advanced clinical practice capabilities and making explicit the integration of theory and practice.

**Module selection**

The full programme structure requires students to take six core compulsory modules (135 credits) which address the core pillars of advanced clinical practice and develop the practitioner to meet their career aspirations and service needs. The remaining 45 credits are fulfilled through option modules (15 or 30 credit modules) selected from the published list. This approach offers flexibility to tailor learning to the student’s sphere of professional practice, career aspirations and sector requirements. Flexibility is also facilitated through completion of the Portfolio of Advanced Clinical Practice which will support local application of learning and the development of specific skills, knowledge and behaviours required for the student’s future ACP role. Applicants may be directed in their free-choice module selection by their sponsoring employer according to service needs, for example the need to achieve a prescribing qualification and guidance on module selection will be provided by the course team during the application process to ensure coherence of learning and that programme learning outcomes are met. The suite of option modules to be offered will be published before the commencement of each academic year and may vary from year to year. New applicants to the programme and continuing students will confirm their module choices from the confirmed list at the start of the academic year.

The four core modules *Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives, Coaching and Mentorship in Professional Practice*, *Applied Research Methods* *and Leadership in Advanced Clinical Practice module* (total 90 credits) are compulsory modules for both PGDip and MSc students. *Applied Research Methods* familiarises students with research design principles, quantitative and qualitative approaches to research, and includes development of a research protocol. The full MSc includes the additional compulsory modules *Improvement and Implementation Science: Principles for Practice* (15 credits) and the *Capstone Project* (30 credits). The final capstone module allows students to implement their research proposal and demonstrate the application of research principles to a topic relevant to their sphere of practice. Through this they demonstrate depth of knowledge of key theories and mastery of concepts associated with the area under investigation, and the integration and application of learning from the programme as a whole. It is anticipated that most students will take *Independent/Supplementary Prescribing for Nurses and Midwives* however this may not be appropriate for all students, and the module can be substituted with the equivalent credit volume of option modules.

Modules are normally taken sequentially, with the assessment of students’ learning scheduled throughout the academic year to ensure an even, manageable workload and to support the progressive development, practical application and integration of academic learning. Assessment submission dates for formative and summative assessments will be published at the start of each academic year to allow for forward planning of coursework.

**Short course registrations (module only)**

The programme provides a range of modules which can be taken as short courses on a free-standing basis for professional updating purposes and will be of interest to experienced senior healthcare practitioners taking the HEE advanced clinical practice credentialling route to become a recognised advanced clinical practitioner, and who may require one or two modules specific modules to provide evidence of full achievement of all the advanced clinical practice capabilities. Short courses availability is reviewed annually, and a list published on the University’s short course web page prior to the start of each academic year. There are four short course registration points (intake points) per academic year (September, November, January and April). Short course registrations last a maximum of one year, and applicants are advised to register on the enrolment point nearest to the start date of their selected module to enable the study of further modules within the 12-month registration period, should the student wish to do so. Students who apply for further short courses from the programme’s list of modules within their 12-month registration period will be directed to enrol for a postgraduate award (PGCert, PGDip or full MSc) if the subsequent short course will lead to an accumulation of 60 credits or more.

**Stakeholder engagement in programme design and delivery**

Kingston University has well established partnerships with employers from health and social care services and collaboration between employers and the course team has been central to the co-creation and validation of the programme. Through the South West London Workforce Education Partnership quarterly meetings held between the faculty and trust education leads, and chaired by a practice partner trust, strategies to address ongoing workforce educational and development needs are discussed as a standing agenda item. These contributions have shaped and directed programme design, module development and the module descriptors. A dedicated stakeholder meeting with advanced clinical practice education leads from local commissioning trusts has also reviewed programme proposals prior to validation. Ongoing review at engagement meetings will ensure the programme remains fit-for-purpose and continues to reflect stakeholder needs.

**Learning and teaching**

Learning and teaching will be delivered through the integration of face-to-face on-campus activities, as well as synchronous and asynchronous online activities, supported by Canvas and MS Teams, the University’s web-conferencing tool. The blended learning design is student centred and underpinned by both the ABC Curriculum (Young and Perovic, 2016) and the Community of Inquiry Model (Garrison, Anderson and Archer, 2000) design principles, which highlight the importance of integrating a variety of active learning types and cultivating the relational aspects of learning. This approach is reflected throughout the programme with activities such as problem-based learning, case scenarios, practical sessions, workbooks and quizzes, and critical reflective discussion drawing on students’ actual workplace experiences to ensure theory and workplace learning are tightly interwoven. The production of weekly tasks or outputs during each module also helps students to keep on track with the learning and gain feedback on their understanding of key topics. Students benefit from interdisciplinary learning, through guest speakers such as pharmacists, through shared classroom learning between students from differing professional backgrounds, and with students on related postgraduate courses, as well as working with a variety of health and social care professionals during clinical practice. On the first day of the course an overview of the module content, learning strategies and assessment will be provided, along with an introduction to Canvas.

One core module (*Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives*) and the option modules offered within the programme are co-taught with level 6 students. This approach expands learner diversity and the range of professional practice settings which course participants are from and, in turn, enriches the learning exchange between participants and widens learner networking opportunities. Teaching and learning strategies of co-taught modules are tailored to meet the needs of learners, taking into consideration the spread of prior academic achievement. Lecturers in the teaching team have extensive experience of co-teaching level 6 and level 7 modules and learning activities are based on an inclusive, no deficit teaching approach which encourages learners to share experiences, and to work together to problem solve. Students at level 6 will have access to level 6 Canvas (VLE) learning resources and students at level 7 will have access to level 7 Canvas learning resources. Each Canvas module will have a specifically tailored section to signpost students to learning strategies to help them succeed in the module.

**Academic success**

Programme design aims to support students from a wide range of academic backgrounds and incorporates various academic support strategies to enable all students maximise their full potential. Examples include:

* The option to refresh academic skills before committing to an academic award by taking a level 7 free-standing module (short course) from the programme’s short course menu. Any free-standing credit achieved in this way can be used towards the academic award, providing it is less than 5 years old at the point of programme enrolment.
* Orientation to the University’s learning resources, database searching and VLE will be provided at the start of the programme/module to enable all students acquire the necessary skills to support their learning. Updates will be offered at key points in the programme, with ongoing support available through the University’s learning resource centres.
* Academic skills development will be embedded throughout the programme, alongside the theory content and assessment tutorials. Learners will have access to an online copy of the University’s *Critical Thinking Toolkit* via Canvas which will be introduced to all learners at the outset of the course. Activities in the Toolkit will enable learners to build their critical thinking skills through regular practice and with the support of the course team. This approach will nurture the student to become a thoughtful, objective and reasoned thinker, and enable them to tackle academic assignments confidently, understand marking criteria, use evidence, take a reasoned approach, make structured arguments and engage with other points of view.Guidance on planning independent study is provided on Canvas for each academic level of the module in the ‘Succeeding in this module’ section**.**
* The use of learning activities which foster reflection, critical appraisal, and analytic thinking skills, for example, through journal clubs, discussion groups, learning sets and the design of assessments.
* Dedicated academic skills lecturers who provide small group and one-to-one support.

See also Section E below for further information on academic skills development and student support provision.

**Assessment strategy**

The programme assessment strategy offers a broad variety of assessments. All assessments are mapped to the module learning outcomes and have been planned to ensure parity of learner effort between modules. Word limits for written assignments have been standardised.

Assessment tasks are designed to be authentic to the workplace, commonly drawing upon workplace events or practice activities as materials through which the student demonstrates application of theory, reflective analysis and evaluation skills. Some modules include a competency-based assessment covering specialist or extended role skills completed within the student’s work setting. The range of assessments tasks used offers choice and scope for meaningful contextualisation to the student’s own workplace and assists with accommodating differing learning styles. Examples of assessments include work-based projects, clinical logs, critical reflections on care, OSCE and classroom presentations.

Students are provided with assessment briefs on Canvas at the start of each module, the format of which has been co-created with students and standardised across the School of Nursing. The briefs provide plain English guidance for the completion of each assessment, as well as hyper-links to supporting information and services, such as Kingston University’s Academic Success Centre. Assessment literacy is further developed within scheduled exemplar sessions within each module, during which students are given the opportunity to critique anonymised samples of previous coursework submissions, in the context of expectations within the School of Nursing’s generic level 7 marking rubric and the module specific learning outcomes.

All summative assessments are preceded by a formative assessment, related to the summative submission, which allows students to develop their ideas, seek feedback and maximise success at the summative point. Students also receive feed-forward at the summative points, which clarifies what actions are needed to develop their future assignments and achieve their full potential.

**Pattern of delivery**

The programme is offered through part-time day release. For the majority of modules course participation is normally one day per week, using a blended learning approach which combines on-campus teaching days, with days of directed learning. The flexibly scheduled directed learning may include online and/or workplace activities, for example:

* directed and self-directed reading
* structured personal and group reflection
* coursework and assessment preparation
* online meetings and teaching
* group projects
* online tutorials
* assessment activities which link directly to the module being studied.

**Workplace learning**

There will be opportunities to supplement and contextualise module learning within the student’s own workplace and all advanced clinical practice students require an appropriate practice supervisor who can facilitate workplace learning. Students taking modules which include any form of practical/clinical assessment (e.g. competency development and assessment, OSCE, clinical logs) will require their employer to assign an appropriately qualified and experienced practice supervisor/practice assessor to support the student’s practice development and to undertake formative and summative competency assessment. See Section E for further information on the practice supervisor/practice assessor role.

*Portfolio*

Students will be supported to develop a portfolio of evidence derived from workplace activities, cross referenced to the HEE advanced clinical practice pillars and capabilities. The portfolio will be formally assessed and must be passed to complete the PG Dip/MSc Advanced Clinical Practice award, but will not contribute to the final award mark. The portfolio will be introduced at the start of the programme and will be developed and reviewed throughout the course. Each student’s portfolio will reflect a local workplace curriculum that addresses the learner’s context, scope of practice and personal development plan. Students will be expected to gather evidence from their practice areas, including evidence of observation, supervision and assessment of practice skills/knowledge, facilitated by their clinical supervisor/assessor and other practice colleagues, as appropriate. The range of evidence captured will vary between students and their varied roles, but may include the following:

* reflective case studies that demonstrate how the knowledge, skills and behaviour of the advanced clinical practice core pillars are being met;
* critical reviews of role development, relative to the student’s job description;
* evidence of clinical supervision and supervisory feedback;
* evidence of person-centred care in clinical consultations;
* service user feedback;
* impact of the advanced clinical practice role on service delivery and examples of service improvement;
* evidence detailing episodes of leadership in practice.

The accumulated evidence will collectively demonstrate that the student has mastered, and is able to apply in practice, each advanced clinical practice capability.

The portfolio will also include a log of workplace activities relating to the capabilities, which will formally record all related workplace learning activities and associated hours. Regular review by the academic team will ensure that the portfolio evidence maps to the core pillar capabilities and complies with usual professional portfolio conventions, i.e. the evidence:

* is Valid, Authentic, Current, Sufficient and Reliable (VACSR), and is confirmed appropriately, using verifiable signatures and dates
* has detailed annotation describing how it has been produced and applied in practice
* is referenced to the specific criteria being claimed
* is anonymised.

Student feedback from past programmes using professional portfolios is that these provide an invaluable source of learning and help develop insight and professional maturity. The portfolio will also support career progression by providing a tool through which to showcase occupational competence to current and future employers.

1. **Support for Students and their Learning**

The course team recognises that postgraduate study is demanding, both personally and academically. Our student population is diverse; many students are mid-career, and returning to study after a break is commonplace. In recognition of this a strong emphasis is placed on student support. In addition to the curriculum design features outlined in section D, students have a range of support resources upon which to draw, which include the following:

* Course leader: The course leader helps students to understand the structure and requirements of the course, in association with the course team. The course leader is responsible for the organisation and management of the programme and overall monitoring of student progression.
* Module leader and teaching team: The module team are the primary source for academic support and assignment supervision. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. The module team will refer students in need of additional support.
* Practice supervisor/practice assessor: Students will be supported within their employment setting by a practice supervisor and, where applicable, will have their competency development assessed by a designated practice assessor. Employers are responsible for identifying an appropriate individual within their organisation who can act as a positive role model, facilitate learning opportunities, act as a critical friend to discuss and challenge ideas and performance, offer constructive feedback to ensure effective learning and who can assess performance objectively. Some employers may adopt a team-based approach to supervision matched to the development needs of their staff member. Most staff undertaking the practice supervisor/practice assessor roles will be experienced in supervising and assessing students on NMC approved programmes and will have received preparation for these roles aligned to the NMC Standards for student supervision and assessment (2018). Where required, preparation can be offered by the programme team.
* KU Personal Tutor Scheme: It is recognised that the combination of work, study and personal family commitments can be challenging. All students are allocated a named personal tutor, normally a member of the course team, who provides a constant presence and continuity of support throughout the programme, encouraging and motivating their tutees. Regular personal tutor group tutorials are timetabled to facilitate group support at key points and students have regular one-to-one meetings with their personal tutor to monitor their progression and development. Students are also able to contact their personal tutor for further academic and pastoral support, if needed. Where appropriate, the personal tutor will refer tutees to the School’s dedicated specialist lecturer for academic support who can provide one-to-one assistance with academic skill development or other university support services, as required.
* Specialist lecturer with a remit for academic support: Students can self-refer or be referred by any member of academic staff for one-to-one tutoring to support writing/academic skills; English language development; learning difference needs (e.g., dyslexia).
* Student Wellbeing Hub: Centralised online university information and support covering a wide range of health and well-being services. These include mental health and disability services, sports and active lifestyle activities, faith and spirituality.
* The Information Centre: Located in the university libraries alongside the library front desk services, the Information Centre’s in-person service desks provide a wide range of information. Information and guidance are also provided through online chat and by phone.
* Academic Success Centres: Self-referral drop-in centres staffed by specialist academic support lecturers who provide small group and one-to-one support.
* Canvas: The University uses Canvas as its virtual learning environment which provides a versatile, interactive learning platform.
* IT support: Canvas has its own dedicated 24-hour support available to students. Additional IT support can be accessed via ‘My Kingston’.
* Faculty Student Achievement Officer: This is a non-academic role which provides pastoral support and advice. Students can arrange a one-to-one meeting or attend drop-in appointments. The Student Achievement Officer can sign-post students to the wide range of services offered by the University. These include finance, accommodation, disability and dyslexia, health and wellbeing, counselling, faith and spirituality, Union of Kingston University Students.
* Access to high quality learning resource centres (LRC), online learning facilities and other learning support. LRC staff support the provision of academic skills development, both within the LRC and integrated into module delivery.
* Qualified disability advisor who gives guidance on reasonable adjustments and support to the student and advises academic staff.
* Confidential counselling and pastoral support, including mental health support services.
* Student support facilities provide advice on issues such as finance, health and wellbeing (including counselling), faith and spirituality, regulations, legal matters, accommodation, international student support and are available to all students.
* The Students’ Union.

In addition, there are other key non-academic roles which provide support for students, such as professionals support staff and the admissions team.

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* external examiner
* Boards of Study with student representation
* annual monitoring and enhancement
* continuous monitoring through the Kingston Course Enhancement Programme (KCEP+)
* student evaluation including Module Evaluation Questionnaires (MEQ)
* postgraduate Taught Experience Survey (PTES)
* assessment moderation reports
* Student Voice Committee
* feedback from employers.

1. **Employability and work-based learning**

As a condition of entry to the programme, all course participants will be qualified healthcare staff in active employment within healthcare settings, with employer support to become an advanced clinical practitioner. Most will be sponsored by their employer to undertake the programme with a view to enhancing service delivery or achieving career advancement within their organisation. Many will have a planned advanced clinical practitioner role into which they will progress on course completion, which will bring additional extended role responsibilities within the workplace. Close partnership with local employers during programme development, and the ongoing review and feedback from employers and current students will ensure the course is, and remains, well aligned to the evolving advanced clinical practitioner role and organisational needs across the local sector. The portfolio and, where applicable, competency assessment documents (e.g. non-medical prescribing portfolio) will provide evidence of advanced clinical competence and will be an asset to graduates seeking career progression into advanced clinical practitioner roles.

***Work-based learning***

Outreach placements, visits and shadowing activities within the student’s employment setting are actively encouraged – although it is the responsibility of individual students to arrange such activities with their line manager and workplace supervisor. This type of activity allows students to access new learning opportunities which may not be available within their usual work base.

1. **Other sources of information that you may wish to consult**

* Online prospectus of modules: [https://www.applycpd.com/KUSGUL](about:blank)
* Kinston University Short Course web page: [https://www.kingston.ac.uk/short-courses/courses/](about:blank)
* Health Education England (2017) Multi-professional framework for advanced clinical practice in England: <https://www.hee.nhs.uk/sites/default/files/documents/multi-professionalframeworkforadvancedclinicalpracticeinengland.pdf>

1. **Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Module Code | | **Advanced Clinical Reasoning in Health Assessment: Lifespan Perspectives** | **Mentoring and Coaching in Professional Practice** | **Applied Research Methods** | **Leadership in Advanced Clinical Practice** | **Capstone Project** | **Improvement & Implementation Science** | **12 Lead ECG** | **Adult Critical Care Polytrauma: Assessment & Management** | **Advanced Practice: Minor Ailments Management** | **Advanced Practice: Minor Injury Management** | **Best Interests Assessor** | **Cardiac Arrythmias interpretation & mgt** | **Cardiac Care: Patient assessment and Management** | **High Dependency Issues in Maternity Care** | **Independent/ Supplementary Prescribing for**  **Nurses and Midwives** | **Perinatal Mental Health** | **Professional Advocate** | **Respiratory Care for the**  **Acute Setting** | **Safeguarding Adults at Risk** | **Work-based Learning 15 credits** | **Work-based Learning 30 credits** | **Work-based Learning 60 credits** | **Working with Families, Carers & Significant Others** |
| **Knowledge & Understanding** | **A1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills** | **B1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Practical Skills** | **C1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Appendix 1: Mapping of MSc Advanced Clinical Practice Programme Outcomes to Health Education England’s Multi-professional Framework for Advanced Clinical Practice (HEE, 2017).**

| **Advanced Clinical Practice Standards** | | **Mapping Core Modules within the ACP curriculum** | | **Programme Outcomes** | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Clinical Practice** | | **Advanced Clinical Reasoning in Health Assessment** | |  | | |
| **1.1** | Practise in compliance with their respective code of professional conduct and within their scope of practice, being responsible and accountable for their decisions, actions and omissions at this level of practice. | LO1 & LO4 | | A1, B1, C1 | | |
| **1.2** | Demonstrate a critical understanding of their broadened level of responsibility and autonomy and the limits of own competence and professional scope of practice, including when working with complexity, risk, uncertainty and incomplete information. | LO1 & LO4 | | A1, B1, C1, A3, B3, B4 | | |
| **1.3** | Act on professional judgement about when to seek help, demonstrating critical reflection on own practice, self-awareness, emotional intelligence, and openness to change. | LO1, LO4 and LO6 | | A1, B1, C1, A3, B3 and C3 | | |
| **1.4** | Work in partnership with individuals, families and carers, using a range of assessment methods as appropriate (e.g. of history-taking; holistic assessment; identifying risk factors; mental health assessments; requesting, undertaking and/or interpreting diagnostic tests; and conducting health needs assessments). | LO1 - LO6 | | A2, B2, C2 | | |
| **1.5** | Demonstrate effective communication skills, supporting people in making decisions, planning care or seeking to make positive changes, using Health Education England’s framework to promote person-centred approaches in health and care. | LO1, LO2, LO4 & LO6 | | A1, B1, C1, A2, B2, C2 | | |
| **1.6** | Use expertise and decision-making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations, synthesising information from multiple sources to make appropriate, evidence-based judgements and/or diagnoses. | LO1, LO2, LO3, LO5 | | A1, A2, A3, A2, B2, C2 | | |
| **1.7** | Initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, lifestyle advice and care. | LO1-6 | | A2, B2, C2 | | |
| **1.8** | Exercise professional judgment to manage risk appropriately, especially where there may be complex and unpredictable events and supporting teams to do likewise to ensure safety of individuals, families and carers. | LO1, LO4 and LO5 | | A1, A2, A3, B1, B2, B3, C1, C2, C3 | | |
| **1.9** | Work collaboratively with an appropriate range of multi-agency and inter-professional resources, developing, maintaining and evaluating links to manage risk and issues across organisations and settings. | LO4 & LO6 | | A1, B1, C1, A3, B3, C3 | | |
| **1.10** | Act as a clinical role model/advocate for developing 2.7 and delivering care that is responsive to changing requirements, informed by an understanding of local population health needs, agencies and  networks. | LO5, LO 6 | | A1, B1, C1, A2, B2, C2, A3, B3, C3, A5, B5, C5 | | |
| **1.11** | Evidence the underpinning subject-specific competencies i.e. knowledge, skills and behaviours relevant to the role setting and scope, and demonstrate application of the capabilities to these, in an approach that is appropriate to the individual role, setting and scope. | LO1-6 | | A1, B1, B3 | | |
| **Leadership and Management** | | | | | | |
| **Leadership and Management** | | **Leadership in Advanced Clinical Assessment** | | | **Programme Outcomes** | |
| **2.1** | Pro-actively initiate and develop effective relationships, fostering clarity of roles within teams, to encourage productive working. | LO1, LO2, LO4 | | | A3, B3, C3 | |
| **2.2** | Role model the values of their organisation/place of work, demonstrating a person-centred approach to service delivery and development. | LO2, LO4 | | | A1, B1, C1, A3, B3 and C3 | |
| **2.3** | Evaluate own practice, and participate in multi-disciplinary service and team evaluation, demonstrating the impact of advanced clinical practice on service function and effectiveness, and quality (i.e. outcomes of care, experience and safety). | LO2, LO3 | | | A1, A2, A3, A5, B5, C5 | |
| **2.4** | Actively engage in peer review to inform own and other’s practice, formulating and implementing strategies to act on learning and make improvements. | LO3, LO4 | | | A1, B1, C1, A3, B3, C3, A5, B5, C5 | |
| **2.5** | Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broadening sphere of influence. | LO3, LO4 | | | A3, B3, C3, A4, B4, C4, A5, B5 & C5 | |
| **2.6** | Actively seek feedback and involvement from individuals, families, carers, communities and colleagues in the co-production of service improvements. | LO1, LO3 & LO4 | | | A3, B3 & C3, A5, B5 & C5 | |
| **2.7** | Critically apply advanced clinical expertise in appropriate faciliatory ways to provide consultancy across professional and service boundaries, influencing clinical practice to enhance quality, reduce unwarranted variation and promote the sharing and adoption of best practice. | LO1, LO3 & LO4 | | | A3, B3, C3, A5, B5, C5 | |
| **2.8** | Demonstrate team leadership, resilience and determination, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others. | LO4 | | | A3, B3, C3 | |
| **2.9** | Continually develop practice in response to changing population health need, engaging in horizon scanning for future developments (e.g. impacts of genomics, new treatments and changing social challenges). | LO2, LO3 | | | A4, B4, C4, A5, B5 and C5 | |
| **2.10** | Demonstrate receptiveness to challenge and preparedness to constructively challenge others, escalating concerns that affect individuals’, families’, carers’, communities’ and colleagues’ safety and well-being when necessary. | LO2, LO3, LO4 | | | A3, B3, C3, A5, B5, C5 | |
| **2.11** | Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk and upholding safety. | LO4 | | | A3, B3, C3, A4, B4, C4, A5, B5, C5 | |
| **Education** | | | | | | |
|  | **Education Pillar** | **Mentoring and Coaching in Professional Practice** | | | **Programme Outcomes** | |
| **3.1** | Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice. | LO1, LO3, LO5 | | | A3, B3, C3 | |
| **3.2** | Engage in self-directed learning, critically reflecting to maximise clinical skills and knowledge, as well as own potential to lead and develop both care and services. | LO1, LO5 | | | A3, B3, C3 | |
| **3.3** | Engage with, appraise and respond to individuals’ motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being. | LO2, LO4 | | | A3, B3, C3 | |
| **3.4** | Advocate for and contribute to a culture of organisational learning to inspire future and existing staff. | LO1, LO3, LO4, LO5 | | | A3, B3, C3 | |
| **3.5** | Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning. | LO1, LO3, LO4, LO5 | | | A3, B3, C3 | |
| **3.6** | Identify further developmental needs for the individual and the wider team and supporting them to address these. | LO1-5 | | | A3, B3, C3 | |
| **3.7** | Supporting the wider team to build capacity and capability through work-based and inter- professional learning, and the application of learning to practice. | LO1-LO5 | | |  | |
| **3.8** | Act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others. | LO1, LO2, LO3, LO4, LO5 | | | A3, B3, C3 | |
| **Research** | | | | | | |
|  | **Research Pillar** | **IIS** | **Research Methods** | | **Capstone Project** | **Programme Outcomes** |
| **4.1** | Critically engage in research activity, adhering to good research practice guidance, so that evidence- based strategies are developed and applied to enhance quality, safety, productivity and value for money. | LO2, 4 | LO1-4 | | LO1-6 | A4, B4, C4, A5, B5, C5 |
| **4.2** | Evaluate and audit own and others’ clinical practice, selecting and applying valid, reliable methods, then acting on the findings. | LO3 | LO3 | | LO3-6 | A4, B4, C4, A5, B5, C5 |
| **4.3** | Critically appraise and synthesise the outcome of relevant research, evaluation and audit, using the results to underpin own practice and to inform that of others. | LO2, LO3 | LO3 | | LO4, LO5, LO6 | A4, B4, C4, A5, B5, C5 |
| **4.4** | Take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way. |  |  | | LO1, LO2, LO5, LO6 | A4, B4, C4, A5, B5, C5 |
| **4.5** | Actively identify potential need for further research to strengthen evidence for best practice. This may involve acting as an educator, leader, innovator and contributor to research activity and/or seeking out and applying for research funding. |  | LO4 | | LO1-LO6 | A4, B4, C4, A5, B5 and C5 |
| **4.6** | Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review. | LO2, LO4 |  | | LO2, LO5 | A4, B4, C4, A5, B5, C5 |
| **4.7** | Disseminate best practice research findings and quality improvement projects through appropriate media and fora (e.g. presentations and peer review research publications). | LO1-LO5 |  | | LO6 | A4, B4, C4, A5, B5, C5 |
| **4.8** | Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers. | LO3 |  | | LO6 | A4, B4, C4, A5, B5, C5 |

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