

Title of Programme: MSc Advanced Clinical Practice

Programme Code: HSACPM

Programme Specification

This programme specification is relevant to students entering:
22 September 2025

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:

Section	Amendment
A	Programme rationale amended
D – Table 1a	<ul style="list-style-type: none">• The CORE module Advanced Health Assessment and Diagnostic Indicators 7HSK2087 has been replaced with a new code 7HSK2204 – it can also be replaced with alternative, discipline equivalent modules which include: Clinical Assessment and Examinations in Advancing Practice 7HSK2149 and Advanced Patient Assessment and Clinical Reasoning 7HSK0327• Addition of P/F element to 7HSK 0291 and 7HSK0292
D - Table 1b	PLO B4 added to PG Dip, C8 removed from PG Cert and PG Dip requirements
D – text	<ul style="list-style-type: none">• Removed the statement relating to exemption from 7HSK0287• Removed the statement relating to disclaimer
G	Admissions criteria made clearer

If you have any queries regarding the changes please email AQO@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).

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	The Centre of Advancing Practice
Final Qualification	MSc
All Final Award titles	MSc Advanced Clinical Practice
(Qualification and Subject)	
FHEQ level of award	7

A. Programme Rationale

Advanced Clinical Practice (ACP) is delivered by experienced, registered health care professionals and is characterised by a high degree of autonomy and complex decision making underpinned by masters level education (NHS England, 2023). ACP development is considered a key component of contemporary workforce planning within the NHS Long Term Plan (2023) to help transform and modernise pathways of care, enabling the safe and effective expansion of scope of practice beyond traditional professional boundaries (NHS England, 2023). This programme has been developed to meet the national and local policy drivers for workforce transformation through a masters level programme meeting the Framework for Higher Education Qualification (QAA, 2024).

The MSc ACP is a programme for registered health professionals who are working at high levels of practice and who want to develop their career to become ACPs with accreditation from The Centre of Advancing Practice. This programme enables students to achieve the capabilities of advanced practice as set out in Multi-professional Framework for Advanced Practice (MPF) (Health Education England, 2017). The MPF (2017) incorporates four pillars – advanced clinical practice, leadership and management, research and education. The knowledge, understanding and skills to achieve and demonstrate these capabilities are supported by supervision and work-based learning which are integral to the programme.

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

This programme aims to:

Enable students to work as ACP's 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

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

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 to 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 (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>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</p> <p>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</p> <p>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</p> <p>A4- Develop and implement robust governance systems and systematic documentation processes for advanced clinical practice.</p>	<p>Acquisition of knowledge and understanding is developed through a combination of lectures (A1-4, seminars (A 1-3), coursework (A 1-4).</p> <p>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.</p>	<p>Knowledge and understanding is assessed through a combination of examinations (A 1 & 2) assessed coursework in the form of essays and reports (A 1- 4) and professional discussions (A3 & 4)</p>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>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</p> <p>B2- Use expertise in clinical reasoning to plan and manage care including complex and unpredictable episodes of care; in order to</p>	<p>Intellectual skills are developed through a combination of lectures (B1-4, seminars and group work (B 1-3). Analysis, problem solving and critical reasoning are further developed through tutorial and supervision conversations (B 1-4) and learning in practice (B1-4)</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through examinations (B 1 & 4) portfolios of evidence of learning in practice (B 1-4) essays and reports (B 1 – 4)</p>

<p>improve future care and service delivery</p> <p>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</p> <p>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</p>		
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1- Practice 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</p> <p>C2 - Demonstrate advanced assessment methods requesting and interpreting diagnostic tests and/or conducting health and care needs assessments using person-centred approaches</p> <p>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</p> <p>C4- Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care</p> <p>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</p>	<p>Practical skills are developed through learning in practice (C 1-9), practical skills sessions in class (C 2 -8) Group work (C 2-8).</p> <p>Throughout the learner is expected to consolidate their development of practical skills through reflection on practice and the use of technology to support learning</p>	<p>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 & 4-9)</p>

<p>designed to maximise their health and wellbeing</p> <p>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.</p> <p>C7- Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others.</p> <p>C8 - Evaluate and audit own and others' advanced clinical practice and act on the findings</p> <p>C9 - Disseminate research, audit and service developments through appropriate media to further advanced clinical practice</p>		
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1- Critically evaluate learning needs and engage in self-directed learning to maximise potential to lead and transform care and services</p> <p>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</p> <p>D3- Advocate and contribute to the development of an organisational culture that supports life-long learning and development, evidence-based practice and succession planning</p> <p>D4- Demonstrate the impact of advanced clinical practice within an individual's scope of practice and the wider community</p> <p>D5- Provide consultancy across professional and service boundaries in order to drive service development and influence advanced clinical practices to enhance</p>	<p>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 evidence and completing a personal development plan</p>	<p>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)</p>

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		
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D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered part-time (2-5 years) and leads to the award of an MSc Advanced Clinical Practice, PGDip Clinical Practice, PGCert Clinical Practice.

Professional and Statutory Regulatory Bodies

For recognition as a non-medical/ independent 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 level 7 and is a module that will be undertaken by many students on the programme.

For recognition with The Centre of Advancing Practice and eligibility to apply for the digital badge, students must successfully achieve the MSc Advanced Clinical Practice award.

Work-Based Learning, including Sandwich Programmes

N/A

Student Exchange programme Incoming Exchange

N/A

Study Abroad

N/A

Programme Structure

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 Semester A (September) and Semester B (January)

Level 7

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Advanced Clinical Practice	7HSK0289	15	0	0	100	0	A, B
Advanced Health Assessment and Diagnostic Indicators <i>or discipline specific equivalent*</i>	7HSK2204	15	0	0	0	100	A, B, C
Advanced Work Based Skills – Diagnostic Interpretation	7HSK0291	15	0	0	100 & P/F **	0	C
Advanced Work Based Skills – Therapeutic Interventions	7HSK0292	15	0	0	100 & P/F **	0	C
Integrating Research with Contemporary Practice	7HSK2078	15	0	0	0	100	A, B
Leadership, Education and Developing Others	7HSK0293	30	0	0	50	50	A, B
Practice Development Project	7HSK0294	30	0	0	100	0	AB, BC

**Alternative, discipline equivalent modules include:*

Clinical Assessment and Examinations in Advancing Practice 7HSK2149

Advanced Patient Assessment and Clinical Reasoning 7HSK0327

****** The Pass/Fail element of assessment must be successfully completed to pass the module; however, it will not contribute to the overall numeric grade awarded. For further information regarding the assessment for each module please refer to the Definitive Module Document.

Postgraduate Certificate Clinical Practice: This interim award requires all 60 credit points at level 7 from the ACP programme and must include:

- Advanced Clinical Practice (15 credits, Level 7)
- Integrating Research with Contemporary Practice (15 credits, Level 7)
- Advanced Health Assessment and Diagnostic Indicators (15 credits, Level 7) *
- Advanced Work Based Skills - Diagnostic Interpretation (15 credits, Level 7)

Students who exit with a PgCert Clinical Practice may return to complete the PgDip or full MSc Advanced Clinical Practice programme. They will need to complete compulsory modules for the award and rescind their previous exit award in order to do this.

Postgraduate Diploma Clinical Practice: This interim award requires 120 credit points (minimum of 105 at level 7) and must include the core modules from the postgraduate certificate in clinical practice and:

- Advanced Work Based Skills - Therapeutic Interventions (15 credits, Level 7)
- Leadership, Education and Developing Others (30 credits, Level 7)

Students who exit with a PgDip Clinical Practice may return to complete the full MSc Advanced Clinical Practice. They will need to complete compulsory modules for the MSc and rescind their previous exit award to do this.

MSc Advanced Clinical Practice: This award requires successful completion of 180 credits (minimum of 150 at level 7) and must include the compulsory level 7 modules as above, and:

- Practice Development Project (30 credits, Level 7)

The remaining credits can be chosen from the list of optional modules (table below) or those offered in other programmes or short course provision within the University of Hertfordshire. This can include up to 30 credits from another university, if appropriate to the programme, and if successfully claimed through the Accredited Prior Certificated Learning (APCL) process through the University of Hertfordshire.

When a module had been successfully completed at level 6 previously students may wish to complete a portfolio to demonstrate level 7 equivalence through the Accreditation of Prior Experiential Learning (APEL) process.

Optional Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
AHP Independent Prescribing	7HSK0109	30	0	0	100	0	AB, BC
AHP Supplementary Prescribing	7HSK0110	30	0	0	100	0	AB, BC
Nurse and Midwife Independent Prescribing	7HSK2059	30	0	0	100	0	AB, BC
Pharmacist Independent Prescribing	7HSK2018	30	0	0	100	0	AB, BC
Musculoskeletal Injection Therapy	7HSK2058	15	0	0	100	P/F*	A, B
Paediatric Urgent & Emergency Care	7HSK0330	30	0	0	60	40	AB
Cardiology for Urgent and Emergency Care	7HSK0329	15	0	0	60	40	AB
Musculoskeletal Trauma: Image Recognition for Healthcare Professionals	7HSK0315	15	0	0	100	0	A
Musculoskeletal Pathologies: Image Recognition for Healthcare Professionals	7HSK0316	15	0	0	100	0	B
Imaging Modalities for Healthcare Professionals	7HSK0317	15	0	0	0	100	C
Minor Illness – Diagnostics and Interventions	7HSK2084	15	0	0	100	0	A, B
Managing Minor Injuries	7HSK2079	15	0	0	100	0	B
Leading Service Change	7HSK0306	15	0	0	0	100	A, B
Managing Long-Term Conditions in Primary Care	7HSK0208	15	0	0	0	100	A, B
Leg Ulcer Management: A Competency Based Course	7HSK2086	15	0	0	70	30 P/F	B
Safeguarding children and families in complex and challenging situations	7HSK2004	30	0	0	100	P/F	A, B
Coaching Skills for Leading	7HSK2085	15	0	0	100	0	A, B
Advanced Decision Making	7HSK0168	15	0	0	100	0	B, C
Psychology of Cancer	7HSK0362	15	0	0	100	0	A, B
Lower Quadrant – Musculoskeletal Physiotherapy	7HSK0331	30	0	0	50	50	AB
Upper Quadrant – Musculoskeletal Physiotherapy	7HSK0332	30	0	0	50	50	AB
Lower Limb Dermatology	7LMS2055	30	0	0	100	0	C

Managing Chronic Oedema	7LMS0179	30	0	0	100	0	B
Therapeutics for Skin Conditions	7LMS0173	30	0	0	100	0	A
Mind and Skin	7LMS0175	30	0	0	100	0	A

NOTE

* The assessment for this module includes a Pass/Fail practice element with no numeric grade awarded. However the other element of assessment for the module will be graded. Both must be successfully completed to pass the module

Table 1b Final and Interim Awards Available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available end of (normally)	Programme Learning Outcomes developed (see above)
Masters	Advanced Clinical Practice	180 credit points including at least 150 at Level 7	9 Semesters	All programme learning outcomes (see Table 2)
Postgraduate Diploma	Clinical Practice	120 credit points, including at least 90 at Level 7	5-8 Semesters	A1 A2 A3 A4 B1 B2 B3 B4 C1 C2 C3 C4 C5 C7 D1 D2 D3 D4 D5 D6
Postgraduate Certificate	Clinical Practice	60 credit points, including at least 45 at Level 7	4-6 Semesters	A1 A2 A3 A4 B1 B2 B3 B4 C1 C2 C3 C5 C7 D1 D2 D3 D4

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.

Typical student journey - Semester A (September) start

Year	Semester A	Semester B	Semester C
1	Integrating Research with contemporary practice (7HSK2078, 15 Credits) Advanced clinical practice (7HSK0289, 15 credits)	Advanced health assessment & diagnostic indicators <i>or</i> <i>discipline specific equivalent*</i> (7HSK2204, 15 credits)	Advanced Work Based Skills – Diagnostic interpretation (7HSK0291, 15 credits)
2	Non-Medical Prescribing Or alternative optional module/s agreed by employer and programme lead	Leadership, Education & Developing Others (7HSK0293, 30 credits)	Advanced Work Based Skills – Therapeutic interventions (7HSK0292, 15 credits)
3	Practice Development Project (7HSK0294, 30 credits)		

Typical student journey - Semester B (January) start

Year	Semester B	Semester C	Semester A
1	Integrating Research with contemporary practice (7HSK2078, 15 Credits) Advanced clinical practice (7HSK0289, 15 credits)	Advanced Work Based Skills – Diagnostic interpretation (7HSK0291, 15 credits)	Advanced health assessment & diagnostic indicators <i>or discipline specific equivalent*</i> (7HSK2204, 15 credits)
2	Leadership, Education & Developing Others (7HSK0293, 30 credits)	Advanced Work Based Skills – Therapeutic interventions (7HSK0292, 15 credits)	Non-Medical Prescribing Or alternative optional module/s agreed by employer and programme lead
3	Practice Development Project (7HSK0294, 30 credits)		

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

Final compensatory credit (exemption from UPR AS14 section D4.4) and inter-modular compensation is not permissible within the programme.

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.
- The maximum period within which a student may gain an MSc is normally 5 years from the point of enrolment onto the programme.
- Students can study up to 45 credits on an individual module code (IND) before commencing the programme. These credits can be used towards your total 180 credits.
- Students are expected to attend all components of their programme unless exception and appropriate substitution is negotiated as part of an individualised learning contract with the relevant programme leader.
- Students are advised to meet with the programme leader to compile a study plan prior to applying for modules. Please note that Study Plans do not constitute an application for a module. There are no guarantees of places and if the module is full then the university holds no liability for this. In order to secure a place on each module, you will need to apply online using the live links on the student planning tool to register on the modules you want to take.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee
- Student representatives on programme committees
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

Support

Students are supported by:

- An induction week at the beginning of each new academic session
- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying
- 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, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- A versatile online inter-active intranet and learning environment
- Guided student-centred learning on Canvas module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Student's Union
- Dedicated programme site

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 dedicated programme site
- A Definitive Module Document (DMD) 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 (OfS) 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/>.

G. Entry requirements

The normal entry requirements for the programme are:

- Normally a first degree in a health-related discipline
- 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 <https://www.enic.org.uk/>
- Current registration with one of the statutory regulators of health and care professions
- Employment as a health care professional in an appropriate setting
- A minimum of 3 years post-qualification experience
- 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 applicant has the clinical experience and commitment to undertake the programme
 - Confirmation that the employer supports the applicant to undertake the programme including the provision of a mentor with Occupational competence' and the availability of appropriate clinical supervision

For current entry requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

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: igac@herts.ac.uk.

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

MSc Advanced Clinical Practice

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are delivered and 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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																							
		Knowledge & Understanding				Intellectual Skills				Practical Skills									Transferable Skills						
Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	
Advanced Clinical Practice	7HSK0289	x	x	x	x	x		x	x	x				x					x		x	x			
Advanced Health Assessment and Diagnostic Indicators	7HSK2204	x			x	x	x	x	x	x	x	x		x		x	x		x	x		x			
Advanced Work Based Skills - Diagnostic Interpretation	7HSK0291	x	x	x	x	x	x	x	x	x	x	x		x		x	x		x	x	x	x	x	x	
Advanced Work Based Skills - Therapeutic Interventions	7HSK0292	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Integrating Research with Professional Practice	7HSK2078	x	x	x	x				x					x		x	x	x	x			x			
Leadership, Education and Developing Others	7HSK0293	x			x				x	x					x	x	x	x	x	x	x	x			
Practice Development Project	7HSK0294	x	x	x	x			x	x	x				x	x	x	x	x	x	x	x	x	x	x	
Nurse, AHP or Pharmacist Independent Prescribing	7HSK0109 7HSK2059 7NMH1054	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x		x	x	x	
Advanced Decision Making in Health and Social Care	7HSK0168	x	x	x		x	x	x	x	x				x	x				x	x				x	

Musculoskeletal Injection Therapy,	7HSK2058	x	x		x	x	x		x	x	x	x	x					x		x	x	x	x
Paediatric Urgent & Emergency Care	7HSK0330	x		x	x	x	x	x		x	x	x			x				x		x		
Cardiology in out of hospital Care	7HSK0087	x		x		x	x	x		x	x	x	x	x	x						x	x	
Musculoskeletal Trauma: Image Recognition for Healthcare Professionals,	7HSK0315	x	x	x		x	x			x	x	x	x	x					x	x			
Musculoskeletal Pathologies: Image Recognition for Healthcare Professionals,	7HSK0316	x	x	x		x	x			x	x	x	x	x					x	x			
Imaging modalities for health care professionals	7HSK0317	x	x	x		x	x			x	x	x	x		x	x			x			x	
Minor Illness – Diagnostics & Interventions	7HSK0172	x	x	x	x	x	x	x	x	x	x	x				x	x		x			x	
Minor Injuries – Autonomous Practice	7HSK0170	x				x	x			x	x		x			x			x			x	x
Leading Service Change	7HSK0306	x	x	x	x	x		x	x	x		x			x	x		x			x		x
Managing and Coordinating Person-Centred Care in the Community	7HSK2147			x		x	x			x	x		x						x	x		x	
Leg Ulcer Management: A Competency Based Course	7HSK2086		x	x		x			x			x				x							x

Safeguarding Children, young People and Families in the Community	7HSK2096	x				x	x	x		x		x		x	x				x	x		x		x
Coaching Skills for Leading	7HSK0186	x		x		x		x		x		x	x	x	x				x	x	x			x
Informed Consent	7HSK0361	x	x			x	x	x		x						x			x		x	x		x
Psychology of Cancer	7HSK0362	x	x	x		x	x		x	x	x	x	x	x					x			x		
Lower Quadrant - Musculoskeletal Physiotherapy	7HSK0331																							
		x		x		x	x		x	x	x		x	x										
Upper Quadrant - Musculoskeletal Physiotherapy	7HSK0332																							
		x		x		x	x		x	x	x		x	x										
Lower Limb Dermatology	7LMS2055	x		x		x	x		x	x	x	x	x	x					x			x		
Managing Chronic Oedema	7LMS0179	x		x		x	x		x	x	x	x	x	x					x			x		x
Therapeutics for Skin Conditions	7LMS0173	x		x		x	x	x	x	x	x	x	x	x		x			x			x		
Mind and Skin	7LMS0175	x		x		x	x	x	x	x	x	x	x	x					x			x		

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

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

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

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

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

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

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
AHP Independent Prescribing	7HSK0109	D	D	D	D	D	D
AHP Supplementary Prescribing	7HSK0110	D	D	D	D	D	D
Nurse and Midwife Independent Prescribing	7HSK2059	D	D	D	D	D	D
Pharmacist Independent Prescribing	7HSK2018	D	D	D	D	D	D
Musculoskeletal Injection Therapy	7HSK2058	D	D	D	D	D	D
Paediatric Urgent & Emergency Care	7HSK0330	D	D	D	D	D	D
Cardiology In Out of Hospital Care	7HSK0087	D	D	D	D	D	D
Musculoskeletal Trauma: Image Recognition for Healthcare Professionals	7HSK0315	D	D	D	D	D	D
Musculoskeletal Pathologies: Image Recognition for Healthcare Professionals	7HSK0316	D	D	D	D	D	D
Imaging Modalities for Healthcare Professionals	7HSK0317	D	D	D	D	D	D
Minor Illness – Diagnostics and Interventions	7HSK2084	D	D	D	D	D	D
Managing Minor Injuries	7HSK2079	D	D	D	D	D	D
Leading Service Change	7HSK0306	D	D	D	D	D	D
Managing Long-Term Conditions in Primary Care	7HSK0208	D	D	D	D	D	D
Leg Ulcer Management: A Competency Based Course	7HSK2086	D	D	D	D	D	D
Safeguarding Children, Young People and Families in Complex and Challenging Situations	7HSK2004	D	D	D	D	D	D
Coaching Skills for Leading	7HSK2085	D	D	D	D	D	D
Informed Consent	7HSK0316	D	D	D	D	D	D
Psychology of Cancer	7HSK0362	D	D	D	D	D	D
Lower Quadrant – Musculoskeletal Physiotherapy	7HSK0331	D	D	D	D	D	D
Upper Quadrant – Musculoskeletal Physiotherapy	7HSK0332	D	D	D	D	D	D
Lower Limb Dermatology	7LMS2055	D	D	D	D	D	D
Managing Chronic Oedema	7LMS0179	D	D	D	D	D	D
Therapeutics for Skin Conditions	7LMS0173	D	D	D	D	D	D
Mind and Skin	7LMS0175						

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Taught Postgraduate
Date of validation/last periodic review	December 24
Date of production/ last revision of PS	May 19
Relevant to level/cohort	Level 7 entering September 2024
Administrative School	School of Health and Social Work
Language of Delivery	English

Table 4 Course structure

Course details		
Course Code	Course Description	HECOS
HSACPM	MSc Advanced Clinical Practice	100746