University of Hertfordshire UH

MSc Advance Clinical Practice

Clinical Supervisors & Employers Handbook

Academic Year 2021-22 (Version 1)

School of Health & Social Work

School of Life & Medical Sciences

Introduction

Thank you for choosing the University of Hertfordshire as the Higher Education Provider for your member of staff and thank you for agreeing to provide clinical supervision for them. We welcome you and your staff and embrace this opportunity to work collaboratively on this MSc Advanced Clinical Practice.

This MSc is offered in the School of Health & Social Work in the Department of Nursing, Health and Wellbeing department and the Department of Allied Health Professions, Midwifery and Social Work and in the School of Life & Medical Sciences in the Department of Clinical and Pharmaceutical Sciences.

The Schools offer a comprehensive portfolio of post graduate courses and programmes and doctoral level study. Collaboration across the Schools is well established with the very successful development and continuing growth of the Non-Medical prescribing programmes for nurses, allied health professionals and pharmacists.

The purpose of this handbook is to provide you, the clinical supervisor and the Employer with relevant information about the programme of study that your member of staff is undertaking. It is a practical guide that outlines key programme information, expectations and responsibilities of employers, clinical supervisors, learners and the University. It may be read by line managers, mentors and supervisors and other support staff in the workplace.

Role descriptors are available in Appendix 1.

Your member of staff (henceforth referred to as the learner) will have been provided with a programme handbook which supplies them with relevant information about their programme.

Other programme documentation, where relevant, is accessible by web links as identified in this handbook or on the programme virtual learning environment called *StudyNet*. Appendix 2 provides a brief explanation of these.

Details of all the Universities policies and regulations are available on the [University website](#).

This handbook is in two sections: the first provides generic information and the second provides programme specific information. A glossary of terms is included in Appendix 3. Appendix 4 presents the programme learning outcomes mapped to the capabilities of the Multi-Professional Framework for Advanced Clinical Practice in England (2017).

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Principal Lecturer in Advanced Clinical Practice and Programme Lead

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Part 1

1. Entry to the Programme

The approach to recruitment and selection of learners is agreed at the outset of the collaboration between the University and the Employer. It is a shared responsibility to ensure these processes are implemented fairly and consistently.

It is the joint responsibility of the learner and the employer to ensure their potential learner meet the eligibility criteria to undertake the MSc in Advanced Clinical Practice. The entry criteria for the programme as specified in the latest programme specification (as the ultimate authority) **must be** satisfied before the learner applies for the programme.

The general regulations covering admission of students to undergraduate and taught post graduate programmes apply UPR SA03. The Programme specification stipulates the entry criteria for admission to this degree. Programme specifications may be updated on an annual basis.

The final decision on admission to degree rests with the University.

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 ECCTIS
- Current registration with one of the statutory regulators of health and care professions
- Employment as a health care professional in an appropriate setting
- Evidence of their employer's recommendation for their application for a programme of study leading to an Advanced Practice role including a formal reference from the employer confirming;

- o 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
  - o the applicants 'clinical readiness' to undertake the programme
- Evidence of employer support to undertake the programme including the provision of a mentor with 'occupational competence' and the availability of appropriate clinical supervision
- Normally a minimum of 3 years post-qualification experience.

2. Recognition of prior learning

The University recognises prior learning as learning which has been recognised previously by an education provider, evidenced by formal certification, and assessed and recognised for the award of credit by the University under the Flexible Credit Framework.

Occasionally learners will have completed formal learning which has been assessed as worthy of credit at an appropriate level and may apply to use this credit as part of the MSc programme. If learners have completed certificated academic study with the University of Hertfordshire or another UK University, learners are requested to mention this in their application personal statement. This will commence the formal process of recognising their prior accredited learning. The Programme Leader or Admissions Tutor will meet with the learner to discuss this. The learner will be asked to produce evidence (e.g. certificates, notification of results, transcripts) and submit Form A: Initial Application for the Accreditation of Prior Certificated Learning (APCL) form to the Programme Leader or Admissions Tutor.

This may 'exempt' the learner from certain modules on their programme for example learners who have successfully completed Non-Medical Prescribing at Level 7 will be exempt and the credits achieved will contribute to the MSc award. However, if the learner successfully completed Non-Medical Prescribing at Level 6 they will be exempt from undertaking the module as they cannot repeat learning but they will

undertake Level 7 modules from a range of options to achieve the credits required for the MSc award.

Please note, no guarantee can be given concerning the success of the application. All applications will be considered by the Programme Board and the student notified of the decision. If necessary, decisions can be made by the Chair of the Board prior to the Board concerned subject to later formal ratification.

3. Working hours

It is recommended that learners on the MSc ACP programme are working for at least a minimum of 30 hours per week, so they can undertake enough, regular training "off-the-job" and "on-the-job" activity.

4. 'Off the job' training-what does this mean?

It is a recommended that all learners spend at least 20% off their contracted working hours in 'off-the-job' training. This can include attending the University for learning activities, relevant training in the workplace or away from the workplace. All training must be relevant to the MSc programme and/or the current/future ACP job role. Learning support and assignment writing could be included in this time off the job.

4.1 Recording training hours

Learners attendance at study sessions at the university will be recorded and in addition the learner will maintain a portfolio of learning evidence that will document directed learning activities and learning in practice associated with the learning for each module. This will be reviewed regularly throughout the programme.

5. Programme withdrawal or 'a break in training' of apprenticeships

It is accepted that circumstances may change, and the learner may wish to either have a break in their studies or withdraw permanently from their programme. In the event of either occurrence, the University should be notified by the learner as soon as possible via the Programme Leader.

In the event of the learner having a break in their training, they will need to negotiate with the Programme Leader the date of their return to their academic studies.

6. Confidentiality

It is recognised that many organisations have strict confidentiality policies in place. Learners will need to be familiar with their Employer's policy, Information Sharing practices and relevant professional codes. We are familiar with dealing with high levels of confidential information and will advise the learner on how to maintain confidentially in their written assessments and presentations. Any breaches of confidentially are taken seriously and will be managed in accordance with UPR AS14.

7. Prevent

In accordance with the Counter Terrorism and Security Act 2015, the University has a duty to have 'due regard to prevent people from being drawn into terrorism'. To exercise its responsibility the University provides workshops to raise awareness of [Prevent](#) and an on-line training package is available for all academic and professional staff. Prevent will form a part of the apprentice's induction to the University.

8. Safeguarding

Where a learner is required to undertake any regulated activity, the Employer is responsible for satisfying any safeguarding requirements prior to entry to the programme. This includes Disclosure and Barring Service (DBS) checks. Further details may be found in the Programme Specification.

Part 2: Programme information

9. Useful contacts

Below is a list of those involved in the delivery and administration of this apprenticeship. Role and responsibilities are outlined in Appendix 1.

Job title and name	Contact details
Programme Leader	**Dean Whiting** d.whiting@herts.ac.uk 07395 369741
Programme Administrator	**Shana Gayle & Clare Wright** icadmin@herts.ac.uk
CPD Admin	**Niamh Sexton** cpdhealth@herts.ac.uk
Personal Tutor	**Dean Whiting** d.whiting@herts.ac.uk 07395 369741
Admissions Tutor	**Dean Whiting** d.whiting@herts.ac.uk Mob 07395369741

10. About the programme

The Programme Specification and definitive module documents (DMDs) are the ultimate authority on the programme. These can be requested via the Programme Leader.

10.1 General overview of programme

The development of the MSc Advanced Clinical Practice offers an exciting and transformative opportunity for registered health professions, in nursing, midwifery, pharmacy and allied health professions, to complete a programme of learning that will, upon successful completion, enable them to work in Advanced Clinical Practitioner roles. The programme has been developed to meet the national and

local policy drivers for workforce transformation and places patients and service users at the heart of what we do, reflecting the values of the NHS constitution.

The programme is multi-professional, and training/learning is delivered by experienced advanced clinical practitioners and academics from a range of health disciplines. This degree is planned to be completed in 3 years; however, learners can take up to 5 years to complete. The academic year commences in September. Entry to this programme is in Semesters A. Teaching is delivered across 3 semesters.

Semester	Typical period (some variation each year may occur)
A	September - January
B	February - May
C	June - August

The normal pattern of study for learners is 60-75 credits per year. The University structures its programmes in a 15-credit module or multiples thereof. The learner will need to plan to complete 150 hours of study per 15 credit module. This equates to between 8-15 hours per week per 12-week block. This may include classroom learning, workshops, seminars, on-line learning activities and independent study.

10.2 Programme structure

Learners will join a cohort once enrolled and will study modules in the planned pathway as specified below in the programme pathway table. The core compulsory modules equate to 135 credits. Learners must select 45 optional credits. This should reflect their current and /or future role as an Advanced Clinical Practitioner. Most learners opt to undertake the non-medical prescribing module (30 credits) in semester A and B of year 2 and one other 15 credit module typically in year 3. Learners who have previously completed modules on the programme, those who are not required to or those wishing to not undertake Non-medical Prescribing, as this is not within the scope or context of their practice, are able to identify alternative optional modules that will enable them to achieve the 180 credits for the MSc award.

Programme Pathway

Year	Semester A	Credits	Semester B	Credits	Semester C	Credits
1	7HSK0179 Integrating Research with professional practice*	15	7HSK0290 Advanced health assessment & diagnostic indicators*	15	7HSK0291 Advanced Work Based Skills – Diagnostic interpretation*	15
	7HSK0289 Advanced clinical practice*	15				
	Maintain a Professional Portfolio					0
2	Non-Medical Prescribing **or** option	30	7HSK0293 Leadership, education & developing others*	30	7HSK0292 Advanced Work Based Skills – Therapeutic interventions*	15
	Maintain a Professional Portfolio					0
3	7HSK0294 Practice development project*			30		
	Maintain a Professional Portfolio					0

* Compulsory Module

10.3 Work Based Learning

The assessment strategy for the modules in the programme reflect a breadth and depth of approaches that enable the learner to demonstrate achievement of the module and programme learning outcomes. Some elements of specific module assessment are specified by the Department of Health and HEE and professional bodies. Details of the module assessments should be provided to the supervisor and assessors by the student prior to the commencement of each module, to ensure effective preparation and the timely assessment processes can be arranged and agreed.

The programmes involve a significant period of learning in the practice setting. Details of the practice-based learning hours are presented in the module handbooks and students are required to complete a log of hours for each of the relevant modules that will need to be signed/authorised by the clinical supervisor. This can be

done electronically but it is envisaged that it should be done during regular supervision meetings.

Work based learning activities could include for example:

1. Shadowing of medical, expert health professionals and / or advanced practitioner's and discussion of assessment, examination, investigative, diagnostic and therapeutic interventions relevant to the patients seen
2. 'Hands on' experience of assessment, examination, investigations, diagnosis and therapeutic intervention skills commonly used within area of practice
3. Experiencing learning from other members of the multi-professional team
4. Presenting case studies within the learning framework for the department or place of work
5. Facilitating and enabling learning within the clinical environment
6. Engaging in development activities with a range of team members
7. Developing and initiating change processes relevant to the advanced practice role
8. Leading teams and service delivery within the clinical environment
9. Time spent with members of the wider organisational team such as; the clinical governance lead; service / clinical managers; specialist services
10. Attendance at any committees involved in the development of the advanced practice role
11. The range of support mechanisms for advanced practice available within the local area
12. Keeping a reflective journal of the learning process with encouragement to perpetuate the journal when working independently

It is always the **student's responsibility** to negotiate and agree the completion of practice-based learning activities, supervision and assessment. Students are advised to contact the Programme Lead, module lead and/or personal tutor if for any reason this is not achievable within their clinical environment.

10.4 Professional Portfolio

All learners are expected to develop an e-portfolio which provides the opportunity for them to show how they meet the capabilities of the Multi-Professional Framework for Advanced Clinical Practice in England (HEE, 2017). It will contain evidence that they have demonstrated capability against each of the pillars of advanced practice over a sustained period.

Although the University is responsible for guidance on the portfolio, employers (including supervisors) should provide guidance and feedback as appropriate, those relating to personal development and the relationship between academic study and experience in the workplace. It is strongly advised that supervisors review the portfolio at regular intervals with the learner.

The portfolio will document the learning in the workplace and include exemplars of consultations/ patient journeys/ clinical cases that the apprentice has undertaken as part of their learning. The portfolio may include for example:

- A range of case-based discussions, debriefs, observed practice by experienced practitioners and supervisors.
- Reflections about incidents/own performance related to areas of your own practice and related to the Multi-Professional Framework
- Lesson plans and evaluations of lessons you have taught
- Patient and Service User feedback such as reports from Patient Satisfaction Questionnaire (PSQ) surveys.
- Certificates of attendance at training events and summaries of what was learned from CPD courses and in-house training sessions and how these ideas have been applied (printed handouts from training are not suitable evidence of your work; how you applied what you learnt is suitable evidence)
- Reflections on how you have used ideas gained from observations of experienced colleagues in clinical practice

10.5 Practice related considerations

We encourage all learners, as a registered healthcare professionals and trainee Advanced Clinical Practitioners, to always:

- Treat patients and service users with respect, compassion and dignity.
- Maintain patient and service user confidentiality in accordance with professional, employer and university guidelines.
- Deliver and promote safe, effective, compassionate, patient-centred care.
- Identify yourself as a trainee ACP if working in the capacity of a trainee.

- Offer patients and service users the opportunity to consent to engagement with you as a trainee by providing enough information, in a manner that is acceptable and understandable by the patient/ service user to allow them to offer informed consent.

10.6 Professional Regulation

Learners must remain on the professional register in which they joined the programme, for the entirety of the MSc programme. If they are suspended or permanently removed from the professional register (for example but not limited to: HCPC, GPC or NMC) they must inform the programme lead as soon as reasonably possible.

10.7 Training materials

Learners are expected to work independently on each module using *Studynet*, the University Virtual Learning Environment. Communication and all study materials are available online through this portal. It is essential that learners check their emails and module sites regularly to be informed of any changes or news.

11. Induction arrangements

Induction to the university will be in the first week of the learning programme. Learners will be given general information about life on the MSc programme at the University of Hertfordshire, the university's teaching and learning philosophy and the on campus and online resources. Learners will be given and introduced to the programme and the programme team. *Studynet* will be introduced and explored with the learners. Academic study skills will form part of the induction with links made to the Academic Skills tutors and the Information manager who supports the Schools.

12. Extensions and Serious Adverse Circumstances

Any requests for extensions to the date of submission of coursework for individual module submissions should be made by the learner through the Programme Lead in

line with the information in the module guide and in the [Extensions and Deferrals – Academic Skills Advice](#)

If, for valid and acceptable reasons, the learner has not attempted one or more assessments they may submit serious adverse circumstances which MUST be submitted within the appointed timeframe. There is a formal procedure that you must follow closely as failure to complete the paperwork correctly and supply the required evidence will lead to the mitigating factors being rejected. Note that there are some problems and issues which are NOT permissible as serious adverse circumstances; further information can be found in the [Extensions and Deferrals – Academic Skills Advice](#)

Help is available from the Programme Leader and learners should seek their guidance if they are unsure about the process or whether they have grounds for claiming serious adverse circumstances. SAC will need to be submitted via the [online request system](#) .

13. Academic Conduct

The University has strict regulations relating to [Academic misconduct and assessment offences.](#) This includes plagiarism, collusion, cheating, breaches of professional confidentiality and failure to comply with research ethics involving human participants. Employers may be informed if a learner is being investigated for an academic conduct offence and the outcome of the investigation.

13. Feedback and Progress

13.1 Feedback on academic assessments

Feedback on coursework is normally given within 4 calendar weeks of the submission date. Feedback is given using standard feedback forms (further information will be given in the learner's module). Marks for each element of assessment will be posted on the module site on *StudyNet* within the 4-week timeframe.

13.2 Progress (academic)

The requirements for progression are outlined in Section 1a of the Programme Specification. Each Programme has a Board of Examiners which receives and confirms the module assessment results and oversees student/apprentice progression. There are two types of Board of Examiners:

- Module Boards and
- Programme Boards.

Membership of the Boards includes: Chair, Programme Leader, Module Leads and External Examiners. External Examiners are appointed from other Higher Education Institutions and will have subject and academic expertise. The module board ratifies the mark awarded for a module. The grade then appears on the apprentice's record. Module Boards of Examiners are held after each assessment period. The Programme Board of Examiners occurs once a year, at the conclusion of a level of study. The Board determines the outcome for each learner.

The outcomes may be:

- progress to the next level of training;
- reenrol on any failed module;
- repeat the year or
- be awarded their final classification.

The proceedings of the board are confidential.

14. Employer and Learner Feedback

The need to seek and to respond to employer and learner feedback is important in the context of delivery of the MSc. This provides on-going quality assurance of the learner's experience. In addition to the normal University feedback mechanisms, learners are encouraged to complete the National Education and Training Survey (NETS) circulated by Health Education England and the Advance HE, Postgraduate Taught Experience Survey (PTES). Details of these are sent to the learner by the University once they have been launched by the organising body.

Employers are strongly encouraged to engage with the continuous programme assessment process by having a representative join the MSc programme committee. This committee meets twice a year and has overall academic oversight of the programme and is assigned responsibility for its ongoing development. This committee considers for example the Annual Monitoring and Evaluation Report, External Examiners' Reports; the outcomes of external assessment, audit and accreditation events; the student feedback questionnaire; the advice and recommendations of Boards of Examiners and relevant statistics, including, but not limited to those relating to admissions, equal opportunities, student progression and achievement and the first destination of graduates and were relevant initiates remedial action to address problems identified by the committee.

If you are not sure who your organizations representative is or would like to join the committee please contact the programme lead in the first instance.

15. Support for the Apprentice and Employer

The Programme Team

Programme Lead

The Programme Lead role is to provide guidance and support to the student throughout the length of the programme in relation to personal, professional, academic and studentship issues. The Programme Lead co-ordinates and monitors the overall delivery of the programme.
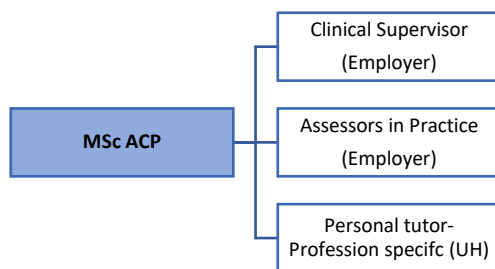
Module Lead

The module lead role is to monitor and advise on academic and practice progress in the module; helping to set individual learning outcomes as necessary; giving pastoral support and guidance when appropriate; and identifying when additional support and guidance on more specialist services is required and helping to arrange it.
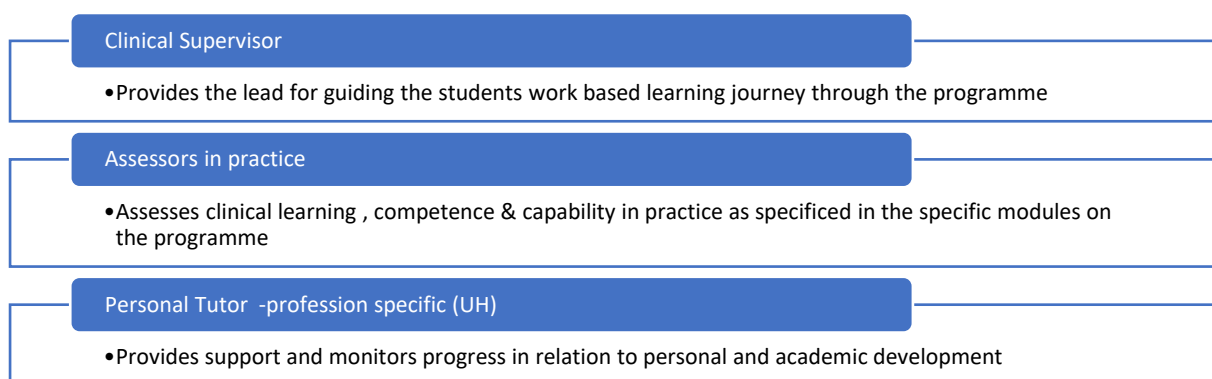
Support roles

The programme will require students to complete a course of study that is assessed at university and in clinical practice. Progression through the programme will be monitored by the programme team in line with university requirements which will involve the student, the personal tutor and the Programme lead.

Students on the programme will require a clinical supervisor in practice who will provide overarching supervision throughout the work-based elements of the programme as well as appropriate assessors in the clinical practice setting, who will be experts in the field of practice of the ACP.

Overview of student support

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                    ┌─────────────────────┐
                    │ Clinical Supervisor │
                    │     (Employer)      │
                    └─────────────────────┘
┌──────────┐        ┌─────────────────────┐
│ MSc ACP  │────────│ Assessors in Practice│
└──────────┘        │     (Employer)      │
                    └─────────────────────┘
                    ┌─────────────────────┐
                    │   Personal tutor-   │
                    │Profession specifc(UH)│
                    └─────────────────────┘
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Supervisor in practice

Clinical Supervisor
- Provides the lead for guiding the students work based learning journey through the programme

Assessors in practice
- Assesses clinical learning , competence & capability in practice as specified in the specific modules on the programme

Personal Tutor -profession specific (UH)
- Provides support and monitors progress in relation to personal and academic development

The supervisor has a substantial role in the education of advanced practitioners. The supervisor will provide the lead in guiding the learning journey and will contribute to assessing students in clinical practice. This will be undertaken in collaboration with the student and reflecting the scope of learning in practice they need to undertake.

The supervisor has the overarching professional responsibility for monitoring the student's progress in achieving the outcomes for the specified learning in practice and where required in the module outcomes confirming the student's competence to practice at an advanced level.

Normally the clinical supervisor would be employed within the student's organisation, however where this is not possible a supervisor from an external organisation can be appointed with the agreement of the student's employer and the supervisor's employer.

The supervisor should be identified and approved by the appropriate employer prior to the student's commencement of the course. The supervisor may be a doctor or advanced practitioner or expert practitioner who has normally had at least 3 years medical, advanced or expert practice responsibility for a group of patients/clients in the relevant field of practice. They should either work as a Specialist Registrar, Clinical Assistant, a medical or non-medical Consultant within a registered health or social care organisation employer, or as a General Practitioner (GP) within a GP practice or have completed an accredited masters level programme in specialist practice or advanced practice. The supervisor should also be previously experienced in teaching and/or supervising in practice. Students will be required to identify the clinical supervisor/s and their qualification for the role.

It will be the responsibility of the programme team to ensure that the supervisor is adequately prepared for the role prior to commencing their programme of study. A supervisor handbook will be provided to support this. Students will provide written confirmation of the arrangements as part of the entry criteria to the programme. Support for the supervisor will be facilitated by the Programme Lead and the student's personal tutor who will maintain email and telephone contact throughout the student's journey through the programme. This is particularly important early in the programme so that supervisors can be fully familiar with the expectations of their role.

The role includes:-

> Identifying learning opportunities to enable the student to achieve the specified learning outcomes, together with other qualified staff

- Facilitating student learning, supervising practice and assessing the students level of attainment related to the stated outcomes of the programme and the specific module being studied.
- Providing regular feedback to the student on the achievement of the learning outcomes
- Communicating with the personal tutor any cause for concern regarding the student's progress. This must also be recorded in the student's portfolio and assessment documentation.
- Being familiar with the programme structure, organisation and content.

Assessors in practice

Students will require assessors in practice. This role maybe fulfilled by the supervisor or in addition to the supervisor. Assessors will be identified by students in collaboration with their supervisors and as needed within the context of the learning environment. The assessor's role is to assess, using the university assessment criteria provided in the clinical learning materials of the modules:

- specific areas of clinical learning
- skills competence and capability
- episodes of care
- support and development of team members
- delivery of practice-based developments

Personal tutor

The personal tutor role offers an important means of providing students with support whilst monitoring their progress in terms of their personal and academic development. All students on the programmes will be allocated a Personal Tutor. Where possible, the tutor will reflect the students clinical/professional background and will:

- Provide constructive feedback which will build the student's confidence and optimises their opportunities to achieve excellence and engagement in their learning

- Act as the student's advocate where appropriate
- Act as the first point of contact for student's general academic and personal issues

Students with other needs

The University Disability Service provides specific advice and support for all students who have, or think they might have, a disability e.g. dyslexia, sensory and/or physical impairments, mental illness, conditions such as epilepsy and diabetes. We encourage you to contact the service at the beginning of term so a meeting can be arranged, and your individual Study Needs Agreement drawn up.

If you have a disclosed disability you will be provided with:

- Help to obtain appropriate support and adjustments for studies e.g. lectures and examinations
- Information on potential sources of funding to pay for disability related requirements as a student
- Specialist information about disability services

Disability Services can be contacted by email at disability@herts.ac.uk

Information on Student Support

This can be found on the following link: University Student Support

16. Monitoring, reviews and inspection

The monitoring and review of programme forms an essential part of the University's internal quality assurance processes.

Internal monitoring & review

Employers and student representatives are positively encouraged to contribute to the Programme Committee which normally occurs twice in the academic year. The committee has a strategic role in; reviewing the provision of the programme;

evaluating feedback from stakeholders; reviewing internal and external policy and professional changes that impact on the programme; and identifying and monitoring developments of the programme. An 'Annual Monitoring & Evaluation Report' forms the action log of changes and developments in the programme in response to monitoring and review.

External quality assurance, monitoring and review

Module content and assessment and programme structure, progression and attainment of awards are subject to external scrutiny though the External Examiner arrangements . Reporting mechanisms are governed through the universities Boards of Examiners and an annual reporting process that also feeds into the AMER for the programme.

17. Complaints and appeals

The University of Hertfordshire has a fair and transparent procedure for handling complaints and academic appeals. Further information is accessible to students via the Dean of Student's office.

If the learner wishes to complain about any aspect of their university experience they may complain directly to their employer or to the University.

We aim to resolve all differences informally and suggest that you contact the Programme Leader in the first instance.

Details on how to make a formal complaint can be found here.

Appendices

Appendix 1: Roles and responsibilities

Appendix 2: Programme documentation.

Appendix 3: Glossary of terms

Appendix 1: Roles and responsibilities

Role	Scope of Responsibility
Employer	
Supervisor	Provides vocational and pastoral study support for an individual apprentice; may or may not be the apprentice's line manager. In particular, support should be provided for relating classroom learning to the workplace, Work Based Learning assignments and the final year project. Has overall responsibility for the apprentice's progress whilst on the degree programme.
Line Manager or Supervisor	The person the apprentice reports to and is responsible for their performance management.
Designated assessor	Jointly assesses the final year synoptic project with the University.
University	
Programme Leader	The role of a programme leader is to lead and manage a programme of study. As a member of academic staff within a School/Department, the programme leader will be responsible and accountable to a Dean of the School (or other manager e.g. Associate Dean or Head of Department) for all duties including the day-to-day management of the programme.
Personal Tutor	Provides academic and pastoral support to each individual student, on site at the university.
Project Supervisor	Provides individual supervision to an apprentice for the final year project.
Module Leader	Co-ordinates the module delivery team. Responsible for delivery and assessment of an individual module. The first contact point for academic issues relating to the module.
Admissions Tutor	Responsible for deciding who is admitted to the programme.

Appendix 2: Programme documentation

Document	Contents	Availability
Programme Handbook	Provided to all and includes: Overview of the Programme Attendance and Assessment Student Voice Expectations and Obligations Important Dates Learning Outcomes required to be achieved	StudyNet
Programme Specification	The definitive formal specification of the programme including the regulations specific to it.	UH website
University Policies and Regulations (UPRs)	A series of documents that define the generic regulations applying to the programme and to all students. These are in addition to the programme-specific regulations defined in the Programme Specification.	UH website
Definitive Module Documents (DMDs)	The specification of a module, stating (for example) module aims, module learning outcomes, module content, delivery mode, and number of credits. DMDs are published at the start of a new programme and generally remain unchanged throughout but may be updated to enhance the programme.	Canvas
Module Guides	To complement the DMD, each module provides a more informal Module Guide, which are published and updated every time that the module is delivered.	Canvas
Assignment Briefings	Every piece of assessed coursework has a standard form of briefing that fully defines the assignment.	Canvas

Appendix 3: Glossary of terms

Term	Meaning
Academic standards	The standards set by the University (degree awarding body) for their course (programme and modules) for the expected award
APL	Accreditation of Prior Learning
Apprentice	Student of the University who receives training through an apprenticeship standard
Apprenticeship	An apprenticeship is a defined job with training to industry standards. It involves substantial on the job and off-the-job training. The apprentice's occupational competence is tested by both formative and summative means.
Apprenticeship levy	Levy on UK employers that will fund apprentices
Apprenticeship standard	A statement of duties and the knowledge, skills and behaviours required for a specific occupation that all apprentices will need to demonstrate at the completion of their apprenticeship
Commitment statement	A signed agreement with the Employer, Apprentice and University identifying how they will support the achievement of the apprenticeship.
Degree apprenticeship	An apprenticeship where the main learning will include a mandatory higher educational qualification at level 6 or level 7
Delivery subcontractor	An organisation contracted through the main provision or employer-provider to deliver the off the job training, assessment of English and Maths.
EPA	End Point Assessment - the holistic and independent assessment of the knowledge, skills and behaviours that have been learnt during the apprenticeship.
EPA Gateway	The point at which the employer determines that the apprentice is occupationally competent and ready to undertake the EPA.
EPAO	End Point Assessment Organisation.
ESFA	Education and Skills Funding Agency
Gateway requirements	All the requirements as identified in the assessment plan for the standard that

	have to be achieved before the apprentice can undertake the EPA
ILR	Individualised Learner Record
Integrated apprenticeship	Where the EPA is incorporated into the main learning aim.
KSB	Knowledge, Skills and Behaviours
NSS	National Student Survey
Off-the-job training	Learning that takes place outside of the normal day to day work environment
On-the-job training	Apprentice training that takes place in their normal place of work
PSRB	Professional, Statutory and Regulatory Body
RoATP	Register of Approved Training Providers
RoEPAO	Register of End Point Assessment Organisations
Training provider	Commonly used term to include any organisation that is on the RoATP to provide training e.g. University

Appendix 4: Mapping of Programme learning outcomes to the Apprenticeship Standard

Mapping document to demonstrate evidence of programme learning outcomes against the Multi Professional Framework for Advanced Clinical Practice capabilities (HEE, 2017)

Contents

Clinical Practice

Health and care professionals working at the level of advanced clinical practice should be able to:

MPF Domain	MPF Capability		Programme Learning Outcome
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.	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

MPF Domain	MPF Capability		Programme Learning Outcome
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.	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
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.	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
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).	C2	Demonstrate advanced assessment methods requesting and interpreting diagnostic tests and/or conducting health and care needs assessments using person-centred approaches
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.	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
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.	C2	Demonstrate advanced assessment methods requesting and interpreting diagnostic tests and/or conducting health and care needs assessments using person-centred approaches

MPF Domain	MPF Capability		Programme Learning Outcome
1.7	Initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, lifestyle advice and care.	C4	Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care
1.8	Exercise professional judgement 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.	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
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.	C7	Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others.
1.10	Act as a clinical role model/advocate for developing and delivering care that is responsive to changing requirements, informed by an understanding of local population health needs, agencies and networks.	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
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.	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

Leadership and Management

Health and care professionals working at the level of advanced clinical practice should be able to:

MPF Domain	MPF Capability		Programme Learning Outcome
2.1	Pro-actively initiate and develop effective relationships, fostering clarity of roles within teams, to encourage productive working.	D3	Advocate and contribute to the development of an organisational culture that supports life-long learning and development, evidence-based practice and succession planning.
2.2	Role model the values of their organisation/place of work, demonstrating a person-centred approach to service delivery and development.	D4	Demonstrate the impact of advanced clinical practice within an individual's scope of practice and the wider community
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).	D4	Demonstrate the impact of advanced clinical practice within an individual's scope of practice and the wider community
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.	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
2.5	Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broadening sphere of influence.	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
2.6	Actively seek feedback and involvement from individuals, families, carers, communities and colleagues in the co-production of service improvements.	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

MPF Domain	MPF Capability		Programme Learning Outcome
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.	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
2.8	Demonstrate team leadership, resilience and determination, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others	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
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).	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
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	C7	Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others.
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.	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

Education and Developing Others

Health and care professionals working at the level of advanced clinical practice should be able to:

MPF Domain	MPF Capability		Programme Learning Outcome
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.	D1	Critically evaluate learning needs and engage in self-directed learning to maximise potential to lead and transform care and services
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.	D1	Critically evaluate learning needs and engage in self-directed learning to maximise potential to lead and transform care and services
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.	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
3.4	Advocate for and contribute to a culture of organisational learning to inspire future and existing staff.	D3	Advocate and contribute to the development of an organisational culture that supports life-long learning and development, evidence-based practice and succession planning.
3.5	Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning.	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
3.6	Identify further developmental needs for the individual and the wider team and supporting them to address these.	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

MPF Domain	MPF Capability		Programme Learning Outcome
3.7	Supporting the wider team to build capacity and capability through work-based and interprofessional learning, and the application of learning to practice.	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
3.8	Act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others.	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

Research

Health and care professionals working at the level of advanced clinical practice should be able to:

MPF Domain	MPF Capability		Programme Learning Outcome
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.	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
4.2	Evaluate and audit own and others' clinical practice, selecting and applying valid, reliable methods, then acting on the findings.	C8	Evaluate and audit own and others' advanced clinical practice and act on the findings
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.	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
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.	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
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.	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

MPF Domain	MPF Capability		Programme Learning Outcome
4.6	Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review.	A4	Develop and implement robust governance systems and systematic documentation processes for advanced clinical practice
4.7	Disseminate best practice research findings and quality improvement projects through appropriate media and fora (e.g. presentations and peer review research publications).	C9	Disseminate research, audit and service developments through appropriate media to further advanced clinical practice.
4.8	Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers.	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

MSc Advanced Clinical Practice - Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides a means to help students monitor their own learning, personal and professional development as the programme progresses.

Module Title	Module Code	Knowledge & Understanding				Intellectual Skills				Practical Skills									Transferable Skills					
		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	×	×	×	×	×		×	×	×				×					×		×	×		
Advanced Health Assessment and Diagnostic Indicators	7HSK0290	×			×	×	×	×	×	×	×	×		×		×	×		×	×		×		
Advanced Work Based Skills - Diagnostic Interpretation	7HSK0291	×	×	×	×	×	×	×	×	×	×	×		×		×	×		×	×	×	×	×	×
Advanced Work Based Skills - Therapeutic Interventions	7HSK0292	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
Integrating Research with Professional Practice	7HSK0179	×	×	×	×				×					×		×		×	×			×		

		Programme Learning Outcomes																						
		Knowledge & Understanding				Intellectual Skills				Practical Skills										Transferable Skills				
																		×						
Leadership, Education and Developing Others	7HSK0293	x			×				×	×				×	×	×	×	×	×	×	×		
Practice Development Project	7HSK0294	×	×	×	×			×	×	×				×	×	×	×	×	×	×	×	×	×	×
Nurse, AHP or Pharmacist Independent Prescribing Or Therapeutic interventions module	7HSK0109 7HSK0263 7NMH1054 7HSK0303	×	×	×	×	×	×		×	×	×	×	×	×	×	×	×		×	×		×	×	×

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KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

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

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

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

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

Practical Skills

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

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

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

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

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

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

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

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

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

Intellectual Skills

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

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

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

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

Transferable Skills

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

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

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

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

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

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