



**UNIVERSITY OF  
PLYMOUTH**  
Faculty of Health and  
Human Sciences



# **University of Plymouth**

**Faculty of Health and Human Sciences**

School of Nursing & Midwifery

## **Pathway Specification**

Postgraduate Certificate

Postgraduate Diploma

Master of Science

**Advanced Professional Practice  
(Clinical Practitioner)**

Updated following Minor change for implementation 2018-19

Date of Approval:	06 January 2017
Date of Implementation:	September 2017
Year of first award:	2020



## **Contents**

1. MSc Advanced Professional Practice (Clinical Practitioner)	5
2. Awarding Institution	5
3. Accrediting Body	5
4. Distinctive Features of the Programme Pathway and the Student Experience	5
5. Relevant QAA Subject Benchmark Group(s)	7
6. Pathway Structure	8
7. Pathway Aims	11
8. Pathway Learning Outcomes	12
9. Admissions Criteria, including APCL, APEL and DAS arrangements	15
10. Progression Criteria for Final and Intermediate Awards	16
11. Exceptions to Regulations	16
12. Transitional Arrangements	16
13. Mapping and Appendices	17



## **1. MSc Advanced Professional Practice (Clinical Practitioner)**

### **Final award title**

MSc Advanced Professional Practice (Clinical Practitioner)

### **Level 7 Intermediate award title(s)**

Postgraduate Diploma (PgDip) Advanced Professional Practice (Clinical Practitioner)

### **Level 7 Intermediate award title(s)**

Post Graduate Certificate (PgCert) Advanced Professional Practice (Nursing and Midwifery)

### **Level 7 Intermediate award title(s) Level 7 Intermediate award title(s) (Exit Award only for students who fail the first core module)**

Post Graduate Certificate (PgCert) Advanced Professional Development

**UCAS code**

N/A

**JACS code**

B121; B700; B773; B950

**2. Awarding Institution:** University of Plymouth

**Teaching institution:** University of Plymouth

**3. Accrediting body:** Not Applicable

## **4. Distinctive Features of the Pathway and the Student Experience**

### **4.1 Distinctive Features of the Programme Pathway**

Through the contemporary focus of the Programme, as the students advance their knowledge and skills they will be well positioned to develop and improve practice in terms of efficiency, effectiveness and quality. This will lead to improved ways of working with a resultant impact on patient care ensuring a culture that fosters research-informed excellence and sustainability and enhanced competency in clinical decision making across all sectors of healthcare.

The programme has been adapted to reflect service, political and professional changes whilst maintaining a clear focus on the University's strategy of ensuring a quality student experience. Research-informed teaching will support the programme, which has a sound contemporary evidence base and utilises the range of skills and experience available within the programme team.

The pathways, developed with close consultation and collaboration between key stakeholders including students, clinical representatives and academics. The Programme development team has been conscious of the need to enhance the student experience and promote academic excellence whilst ensuring that the Programme meets contemporary service needs.

### **The programme offers:**

1. a student-centred approach to the programme structure providing flexibility in the choice of the pathway award;
2. opportunities to study in an inter-professional setting with inter-professional core and optional modules;
3. a contemporary and dynamic programme responsive to the changing health and social care environment; including telehealth and sustainability.
4. professorial level input into curriculum design and delivery of modules;
5. research informed teaching embedded throughout curriculum;
6. teaching delivered by a team with extensive experience in the delivery of Masters level modules and a diverse range of health and social care experience.
7. close partnership working with clinicians contributing to the teaching and assessment strategy

## **4.2 Distinctive Features of the Pathway**

The **Clinical Practitioner Pathway** designed with close collaboration between key stakeholders including students, clinical representatives and academics. The programme development team has been conscious of the need to enhance the student experience and promote academic excellence whilst ensuring that the pathway meets contemporary service needs. Building on existing good practice the pathway has been adapted to reflect service, political and professional changes. Whilst maintaining a clear focus on the University strategy and ensuring a quality student experience. Research-informed teaching will support the programme, with an emphasis on ensuring an evidence-based programme that utilises the range of

skills and experience available within the programme team, all of whom have current clinical roles.

**The Clinical Practitioner Pathway offers the student the opportunity to:**

1. Undertake assessment that is embedded in practice: students will be able to build their assignments around their own learning needs in their professional area whilst meeting the programme outcomes at Masters Level.
2. Achieve a named specialist MSc pathway in advanced clinical in practice that can use to enhance career opportunities.
3. Undertake a programme that is delivered by a team with extensive experience in teaching at Masters Level and who have a wide and diverse range of health and social care experience.
4. Develop a close partnership working with clinicians contributing to the teaching and assessment strategy.
5. Engage in an Inter-professional study environment allowing rich peer learning opportunities.
6. Map the pathway learning outcomes to current Advanced Practice Frameworks.

Students will develop their understanding of the underpinning principles of clinical assessment and examination to inform safe and effective clinical decision-making. This will ensure that they have the knowledge and skills required to work in any sector of the health service e.g., pre-hospital, primary care and secondary care settings.

**5. Relevant QAA Subject Benchmark Group(s)**

The pathway is informed by the Quality Assurance Agency (QAA) Master's Degree Characteristics Framework for higher education qualifications in England, Wales and Northern Ireland (2010)

<http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf>

SEEC Level Descriptors (2010).

[www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010](http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010)

## 6. Pathway Structure

The MSc Advanced Professional Practice (Clinical Practitioner) is a clinically focused specialist pathway designed and developed to prepare and support Nurses, Midwives and Allied Health Professionals (AHPs) in their clinical career. Recognising the wider advanced practice agenda the clinical practitioner pathway has been developed building upon Advanced Practice frameworks from across the United Kingdom (DoH 2010).

The Royal College of Emergency Medicine (RCEM) have included AHPs in their future workforce development and Health Education England (HEE) is currently considering a broad non-medical advanced practice framework for England. The Royal College of Nursing (RCN) is developing a “credentialing” scheme to support advanced practice; all these serve only to strengthen the case for the benchmarking of this level of practice.

The curriculum offers a generalist approach at an advanced level of practice, that is to say, the student will gain substantial experience in their clinical area and demonstrate advanced level knowledge and clinical competence. Assessment embedded in practice ensures that students learn and develop in their work place. With the support and guidance of a mentor in practice and a robust academic curriculum, they will develop their skill and knowledge in relation to assessment, clinical reasoning and formulation of appropriate differential diagnosis, diagnostic decision making, and initiation or delivery of appropriate timely evidence-based care for patients in their clinical setting.

Clinicians working in specialist areas who want to further their learning and career within their speciality can choose three optional modules to suit their personal and professional needs from our extensive Continuing Professional Development (CPD) portfolio.

The pathway will offer exit awards of Postgraduate Certificate, Post Graduate Diploma or Master’s Degree in Advanced Professional Practice (Clinical Practitioner)

The postgraduate certificate will comprise 60 credits, postgraduate diploma 120 credits and the MSc 180 Credits.

The programme pathway will include the following shared core modules:

- Advancing Practice in Context
- Research Methodology and Application
- Substantive Professional Project

In addition, students will undertake two pathway specific modules and three optional modules (See Box 1)

**Box 1.**

<b>Pathway Structure</b>				
<b>PGCert/PGDip/MSc Advanced Professional Practice (Clinical Practitioner)</b>				
APP712 and APP713 Professional Portfolio 1 and 2 – zero credit rated	<b>Core module</b> APP701 Advancing Practice in Context  20 Credits	<b>Pathway Specific Module</b> APP710 Advanced Assessment for Clinical Practice  20 Credits	<b>Core Module</b> APP745 Research Methodology and Application  20 Credits	<b>Post Graduate Certificate</b>   <b>60 Credits</b>
	Optional Module  20 credits	<b>Pathway Specific Module</b> APP711 Managing Clinical Complexity*  20 Credits	Optional Module  20 Credits	<b>Post Graduate Diploma</b>   <b>120 Credits</b>
Optional module  20 Credits	<b>Core Module</b> SPP701 Substantive Professional Project  40 Credits		<b>Masters</b>   <b>180 Credits</b>	

\*Note Students must successfully achieve Advanced Assessment for Clinical Practice before undertaking Managing Clinical Complexity.

Part Time study (example of a 3-year route)

Year	Modules (and Credits)	Semester 1	Semester 2
1	Advancing Practice in Context (20)		
	Pathway Specific Module (20) Advanced Assessment for Clinical Practice		
	Research Methodology and Application (20)		
	Pathway Specific Module Professional Portfolio 1 (0)		
2	Optional Module (20)		
	Pathway Specific Module (20) Managing Clinical Complexity		
	Optional Module (20)		
	Pathway Specific Module Professional Portfolio 2 (0)		
3	Optional Module (20)		
	Substantive Professional Project (40)		

Students will discuss their choice of their optional modules with their pathway lead to ensure that their selection is appropriate for their chosen award title. Students will also discuss their proposed timeline with their pathway lead and have the opportunity for regular review as in line with the [personal tutor guide](#).

**Please note** - Optional modules are subject to minimum numbers and students should check with the Professional Development Unit to confirm that the module will be running two months prior to the proposed delivery dates.

Pathway Specific Modules

APP710	Advanced Assessment in Clinical Practice
APP711	Managing Clinical Complexity
APP712	Professional Portfolio 1
APP713	Professional Portfolio 2

**Optional Module Choice – Please refer to the Plymouth University website for a comprehensive list of available modules.**

A zero credited electronic portfolio that runs across year 1 and year 2 for all students. This is to map your achievements and competencies gained over the 2 years against the Royal College of Nursing Advanced Practice Framework (RCN 2012) and Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales (NLIAH 2009) and underpinned by the Four Pillars of advanced Practice (NHS Scotland 2007).

## **7. Pathway Aims**

The aim of the Clinical Practitioner pathway is to equip health professionals to advance knowledge and skills by:

1. Gaining a deeper understanding of the advanced clinical practice role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time
2. Developing a critical understanding of the contemporary issues that influence on service delivery and how the advancing level of practice influences the provision of high quality, patient centred care.
3. Developing a contemporary approach to health and social care through advancing and utilising knowledge and skills in professional practice.
4. Ensuring professional practice is underpinned by a focus on excellence and sustainability by developing a critical, analytical and creative approach.
5. Critically reviewing trends in theory, practice and management relating to practice;
6. Equipping individuals for lead roles in management, clinical practice and/or education.
7. Promoting an understanding of the philosophy and procedures involved in research and use of evidence.
8. Designing and undertaking research that will enhance and develop patient care and/or service provision.
9. Enabling experienced healthcare practitioners to develop cognitive and clinical skills with regard to the consultation process, clinical examination of major body systems and interpretation of diagnostic data.
10. Enabling practitioners to synthesise and implement knowledge into practice.
11. Developing competence, autonomy and professional accountability in the development of managing clinical complexity. Using a systematic approach to make sound judgements in the absence of complete data demonstrating expertise in complex decision-making.

## **8. Pathway Intended Learning Outcomes**

Please see Section 13.1 for mapping of Intended Learning Outcomes against modules and level.

### **8.1 Knowledge and understanding**

On successful completion graduates will have developed :

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry used to create and interpret knowledge in the discipline.
4. Knowledge gained from advanced study to professional practice
5. A deeper understanding of the advanced clinical practice role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time
6. A developed a deeper understanding of the influences, drivers and policies that inform the level of advanced practice.
7. Additional systematic and structured history taking assessment and physical examination skills, in order to integrate advanced assessment findings into clinical decision making.
8. An ability to accurately recognised illness through clinical history taking, observation and examination and formulated a working diagnosis and management plan for patients presenting with undifferentiated/undiagnosed complaints.

## **8.2 Cognitive and intellectual skills**

On successful completion, graduates will have developed the ability to:

1. Critically analyse policy, research and theoretical literature
2. Synthesise arguments and results from varying sources including research, policy and theoretical literature
3. Critically reflect on professional practice and incorporate knowledge to enhance practice
4. Develop critical arguments around research, policy and theory
5. Apply knowledge gained from advanced study to professional practice
6. Develop one's own capabilities relating to, and embed the principles of, the four- pillars of advanced practice into the clinical arena.
7. Use critical thinking skills relating to the professional, political, legal and ethical demands of working within the context of advanced practice as an autonomous practitioner in an integrated service sector.

## **8.3 Key and transferable skills**

On successful completion, graduates will have developed the ability to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
2. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; non-specialist audiences.
3. Accept responsibility for their own professional practice applying ethical, legal and professional principles.
4. Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

#### **8.4. Employment related skills**

On successful completion, graduates will have developed the ability to:

1. Exercise initiative and personal responsibility
2. Employ the skills for decision-making in complex and unpredictable contexts; and the independent learning ability required for continuing professional development
3. Demonstrate sound understanding of the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care.
4. Evaluate the context of risk and development of quality, patient/client safety and clinical governance agenda critically reflecting upon student's individual development.
5. Develop a contemporary evidenced based proposal for research that will inform practice.

#### **8.5 Practical skills**

On successful completion, graduates will have developed the ability to:

1. Facilitate the provision of an environment of care in which the uniqueness of each individual is valued and is a commitment to fair and anti-discriminatory practice.  
Proactively adopt appropriate strategies to enhance learning for patients and colleagues.
2. Propose and develop a researchable question and critically analyse the evidence from the research to fill a practice - theory gap
3. Undertake self-motivated research, critically appraise and present data
4. Utilise their clinical skills through simulated scenarios and enhanced competence in practice, including safe consultation and informed clinical decision making about diagnosis by a deeper understanding of the body systems and patho-physiology.
5. Practice with competence, autonomy and professional accountability in the development of managing clinical complexity, systematically and creatively; to make sound judgements in the absence of complete data demonstrating expertise in complex decision making.

#### **Teaching and Learning Strategies and Assessment**

The student will achieve the learning outcomes through teaching and learning strategies, appropriate to the module outcomes. These include a variety of student centred delivery methods such as action learning sets, interactive lectures, group discussion, group and individual tutorials, on-line study tasks, seminars, workshops, self-directed study, and the use of communication and information technologies, for example, narrated PowerPoint presentations, podcasts plus synchronous and asynchronous discussion fora. Practical skills in simulated settings and are further developed in clinical practice under the guidance of a clinical mentor.

A diverse range of assessment methods will be utilised such as written reports, critical literature reviews, research proposals, posters, Objective Structured Clinical Examinations (OSCEs), case studies, critical reflections on practice, essays, professional projects, oral presentations, small group presentations, active participation in group discussions, portfolios, and project outputs.

## **9. Admissions Criteria, including APCL, APEL and DAS arrangements**

In order to commence this programme, the student must meet the University's entry requirements for study at postgraduate level. Applicants will normally have a first degree, BSc (Hons) at 2.2 or above; or European first cycle equivalent plus a professional qualification in health or social care. Those individuals without a degree but with appropriate practice related experience relevant to the programme or to any of the pathways may be eligible to apply.

Applicants where English is not the first language must also provide evidence of competence in written and spoken English in accordance with the University's Admissions Code of Practice, that is, IELTS of 6.5 overall with a minimum of 5.5 in each part.

It is necessary to assess the potential student's ability to study at Masters Level and therefore an interview will normally be necessary. Candidates without a first degree at 2.2 or above (or European first cycle equivalent) will normally be required to submit a short piece of writing as part of the admissions process.

Students should have a minimum of 3 years post-registration experience.

Students will be required to be working in a clinical area\* that will facilitate the successful completion of the programme/module outcomes.

N.B. \*Full-time or International students will undertake the generic pathway and will be supported to choose modules with non-clinical assignments.

### **9.1 AP(E)L:**

Claims for credit for prior learning, whether certificated or experiential are considered and if suitable accepted for AP(E)L following University regulations and Faculty procedures.

## **9.2 European Credit Transfer and Accumulation System (ECTS)**

This programme is equivalent to 90 ECTS credits (second cycle) with 30 ECTS credits at postgraduate certificate, 60 credits at postgraduate diploma and 90 credits at Master's Degree. Each 20-credit module has the equivalent of 10 ECTS credits and assumes a notional student effort of between 200-300 hours.

**9.3 Pathway specific entry criteria** - None in addition to that at programme level; however, the Pathway Leader will screen applications to ensure that they have adequate support in clinical practice, i.e. a designated clinical mentor and to be working in an area that will facilitate the successful completion of the module learning outcomes.

## **Disability Assist Services**

The pathway design enables students to have an equitable experience. We work collegiately with expert colleagues in Disability Assist (within the Learning Gateway) to ensure students, who consider studying the MSc Advanced Professional Practice, receive timely advice on the support available. Students can declare a support requirement or disability – via the 'Disclosure for applicants' pages.

## **10. Progression criteria for Final and Intermediate Awards**

Pathway exit awards of PgCert/PgDip/MSc Advanced Professional Practice (Clinical Practitioner).

In order to ensure that the awards remain contemporary the student should successfully complete the programme within a 5-year period.

## **11. Exceptions to Regulations**

Normal Plymouth University Regulations will apply to this programme and awards.

## **12. Transitional Arrangements**

The MSc Advanced Professional Practice programme will replace the MSc Contemporary Healthcare programme, students will not be disadvantaged and should they wish will be offered individual support and advice from the programme leader on how to transfer their existing credits onto the new programme and advanced standing for the credits already gained will be honoured. Students already in the final year of the award will continue and exit with an MSc Contemporary Healthcare.

## **13. Mapping**

13.1 ILOs against Modules Mapping

13.2 Assessment against Modules

### **Note:**

There is no specific mapping for the Knowledge and Skills Framework (2004). The core and specific dimensions of the framework have been considered and reflected in the above mapping exercises

### 13.1 ILOs against Modules Mapping

#### Postgraduate Certificate level

Program Intended Learning Outcomes Map	Certificate Level		
Core Program Intended Learning Outcomes (as worded in the Program Specification)	Aim(s)	Subject benchmark	Related Core and specialist Modules
<b>Knowledge and Understanding - On successful completion graduates will have developed:</b>			
a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	1,2,4,		APP701 APP745 APP710
knowledge gained from advanced study to professional practice	2,3,4,5		APP701 APP710
a deeper understanding of the advanced clinical practice role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time	1,2,5,6		APP701 APP710
a deeper understanding of the influences, drivers and polices that inform the level of advanced practice.	2,3		APP701 APP710
additional systematic and structured history taking assessment and physical examination skills, in order to integrate advanced assessment findings into clinical decision making.	9,10		APP701 APP710
<b>Cognitive and Intellectual Skills - On successful completion graduates will have developed the ability to:</b>			
critically analyse policy, research and theoretical literature	2,3		APP701 APP745 APP710
critically reflect on professional practice and incorporate knowledge to enhance practice	1,2,3,4		APP701 APP710
develop critical arguments around research, policy and theory	5		APP701 APP745 APP710
develop one's own capabilities relating to, and embed the principles of, the 4 pillars of advanced practice into the clinical arena.	1,2,3		APP701 APP710

use critical thinking skills relating to the professional, political, legal and ethical demands of working within the context of advanced practice as an autonomous practitioner in an integrated service sector.	2,5		APP701 APP710
<b>Key and Transferable Skills - On successful completion graduates will have developed the ability to:</b>			
deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences	4,6		APP701 APP710
accept responsibility for their own professional practice applying ethical, legal and professional principles.	4,6		APP701 APP710
<b>Employment Related Skills - On successful completion graduates will have developed the ability to:</b>			
exercise of initiative and personal responsibility	1,3,4		APP701 APP710
use their skills for decision-making in complex and unpredictable contexts; and the independent learning ability required for continuing professional development	1,9,10		APP701 APP710
demonstrate a sound understanding of the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care.	1,3,4		APP701 APP745
evaluate the context of risk and development of quality, patient/client safety and clinical governance agenda critically reflecting upon student's individual development.	5,6		APP701 APP710
<b>Practical Skills - On successful completion graduates will have developed the ability to:</b>			
facilitate the provision of an environment of care in which the uniqueness of each individual is valued and is a commitment to fair and anti-discriminatory practice.	1,3,6		APP701
proactively adopt appropriate strategies to enhance learning for patients and colleagues.	3,4		APP701
employ their clinical skills through simulated scenarios and enhanced competence in practice, including safe consultation and informed clinical decision making about diagnosis by a deeper understanding of the body systems and patho-physiology.	9,10		APP710

## Postgraduate Diploma level

Program Intended Learning Outcomes Map	Diploma level		
Core Program Intended Learning Outcomes (as worded in the Program Specification)	Aim(s)	Subject Benchmark	Related Core Modules
<b>Knowledge and Understanding - On successful completion graduates will have developed:</b>			
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	1, 5, 6		APP711
Accurately recognised illness through clinical history taking, observation and examination and formulated a working diagnosis and management plan for patients presenting with undifferentiated/undiagnosed complaints.	9,10,11		APP711
<b>Cognitive and Intellectual Skills - On successful completion graduates will have developed the ability to:</b>			
Synthesise arguments and results from varying sources including research, policy and theoretical literature	5, 6, 7		APP711
<b>Key and Transferable Skills - On successful completion graduates will have developed the ability to:</b>			
Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences	2, 3, 7		APP711
<b>Employment Related Skills - On successful completion graduates will have developed the ability to:</b>			
learn independently to support continuing professional development	2, 3, 5		APP711
Understand the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care.	2, 3, 5		APP711
<b>Practical Skills - On successful completion graduates will have developed the ability to:</b>			
practice with competence, autonomy and professional accountability in the development of managing clinical complexity, systematically and creatively; to make sound judgements in the absence of complete data demonstrating expertise in complex decision making.	10,11		APP711

## MSc Level

Program Intended Learning Outcomes Map	Degree Level		
Core Program Intended Learning Outcomes (as worded in the Program Specification)	Aim(s)	Subject Benchmark	Related Core Modules
<b>Knowledge and Understanding - On successful completion graduates will have developed:</b>			SPP701
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	5,6,7,8		
a comprehensive understanding of techniques applicable to their own research or advanced scholarship.	4,5,6,7,8		
apply knowledge gained from advanced study to professional practice	4,5,6,7,8		
<b>Key and Transferable Skills - On successful completion graduates will have developed the ability to:</b>			
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; non-specialist audiences.	4,5,6,7,8		
<b>Employment Related Skills - On successful completion graduates will have developed the ability to:</b>			
develop a contemporary evidenced based proposal for research that will inform practice.	4,5,6,7,8		
<b>Practical Skills - On successful completion graduates will have developed the ability to:</b>			
undertake self-motivated research, critically appraise and present data	4,5,6,7,8		
propose and develop a researchable question and critically analyse the evidence from the research to fill a practice - theory gap	2,3,5,7,8		

### 13.2 Assessment against Modules

Module	Credit	Formative Assessment	Summative
<b>Core to all Pathways except Education</b>			
APP701 Advancing Practice in Context	20	Written submission of A4 plan and paragraph	Written assignment critically considering how the advanced practice role might enhance or impact on service delivery in a particular field of practice (ALOs 1-5) 2. Engagement in a group blog of a critical incident (positive or negative) in practice (ALOs 1-5)
APP745 Research Methodology and Application	20	Feedback from presentation of work in progress to academics and peers	Critical Review of the Literature (ALOs 1-5)
SPP701 Substantive Professional Project	40	Feedback from presentation of work in progress to academics and peers	Substantive Professional Project (ALOs 1-5)
<b>Clinical Practitioner</b>			
APP710 Advanced Assessment for Clinical Practice	20	Feed forward from tutor via submission of examples of work Tutor feedback from mock OSCE in practical sessions. Written submission of A4 plan and paragraph	Written assignment and OSCE Zero rated portfolio (ALOs 1-5)
APP711 Managing Clinical Complexity	20	Feed forward from tutor via submission of examples of work Tutor feedback for mock OSCE in practical sessions. Written submission of A4 plan and paragraph	Written assignment and OSCE Zero rated portfolio (ALOs 1-5)
APP712/713 Professional Portfolio 1 and 2– Skills Passport	0	On going	ALOs 1-5

### **13.3 Exit award PgCert Advanced Professional Development Intended Learning Outcomes**

#### **Knowledge and understanding**

On successful completion, graduates should have developed:

- A deep, comprehensive and systematic understanding in key aspects of professional practice;
- An understanding of international, national and local policies and guidelines informing their practice area;
- An ability to apply knowledge and skills to their individual area of practice

#### **Cognitive and intellectual skills**

On successful completion, graduates should have developed ability to:

- Relate their advanced knowledge base, skills and professional behaviour to their own professional practice area;
- Use personal reflection to analyse self and own actions, through a critical thinking, problem solving, enquiry based approach;
- Critically discuss the competencies and components required for safe, efficient and ethical health and social care practice;

#### **Key and transferable skills**

On successful completion, graduates should have developed the ability to:

- Critically evaluate relevant information in their professional practice in order to determine timely interventions and appropriate care pathways;
- Critically apply contemporary policy and guidelines in relation to their professional practice;
- Systematically and critically review databases using appropriate search terms;

#### **Employment related skills**

On successful completion, graduates should have developed:

- Advanced communication skills required to liaise with the healthcare team involved in their own professional practice;
- An ability to systematically review the evidence base within their own professional practice;
- A problem solving approach to their area of professional practice based on critical reflection, appraisal and application of evidence;

#### **Practical skills**

On successful completion, graduates should have developed the ability to:

- Demonstrate advanced communication skills and application of these within a health and social care environment;
- Use critical personal reflection to problem solve the critical application of skills in a problem solving approach;
- Effectively maintain their own development, through identifying, evaluating and maintaining capabilities and qualities to support effective working within their role.

**Please note all modules below map directly to the above learning outcomes for PgCert Advanced Professional Development**

- APP701 Advancing Practice in Context
- APP705 Advanced Psychosocial Assessment and Formulation
- APP707 Cognitive Behavioural Therapy Interventions for Mental Health Professionals (Psychosis)
- APP709 Working with People with a Diagnosis of Personality Disorder
- APP710 Advanced Assessment for Clinical Practice
- APP711 Managing Clinical Complexity
- APP714 Integrated Community Care in Context
- APP715 Integrated Community Practice
- APP716 Clinical Skills in Community and Primary Care
- APP717 The Fundamentals of Health Assessment
- APP718 Ethical and Legal Issues in Healthcare Practice
- APP719 Advanced Newborn and Infant Examination
- APP720 Advanced Newborn and Infant Examination (APL)
- APP721 Perinatal Mental Health
- APP722 Maternal Critical Care
- APP723 Enhanced Knowledge and Skills in Children's High Dependency Care
- APP724 Paediatric Critical Care 1: Essentials of Care and Interventions
- APP725 Paediatric Critical Care 2: Foundations of Care and Interventions
- APP726 Paediatric Critical Care 3: Enhanced Care and Interventions
- APP727 The Child and Young Person with Mental Health Needs
- APP728 Preceptorship (APEL)
- APP729 Enhancing End of Life Care and Palliative Care Practice
- APP730 Developing Expertise in Clinical Practice
- APP731 Mental Health Assessment in Urgent, Emergency and Acute Care
- APP732 Advancing the Care and Support of the Person with Dementia and their Carer
- APP733 Global Health in Context
- APP734 Sociology of Health and Illness
- APP735 Contemporary Approaches to Public Health
- APP736 Leadership and Innovation
- APP737 Assessment, Management and Escalation of the Acutely Ill Adult
- APP738 Management of Children/Young People Requiring Urgent or Emergency Care
- APP739 Enhancing Practice in Paediatric Palliative Care
- APP740 Advocacy and Education for Quality Improvement in Practice (A-EQUIP)  
- Bridging APEL Module
- APP741 Advocacy and Education for Quality Improvement in Practice (A-EQUIP) Full  
- Module
- APP742 Diabetes Mellitus
- APP743 Minor Illness and Injuries – the principles and practice of management for

- unscheduled care
- APP744 Substance misuse and dual diagnosis
- APP745 Research Methodology and Application
- MENT703 Mentorship (APEL Distance Learning)
- MENT704 Confirming Proficiency in Professional Practice