



**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
(Community and Primary Care Practitioner)**

Updated following Minor change for implementation 2019-20

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Contents

1. MSc Advanced Professional Practice (Community and Primary Care Practitioner)	5
2. Awarding Institution	5
3. Accrediting Body	5
4. Distinctive Features of the Programme Pathway and Student Experience	5
5. Relevant QAA Subject Benchmark Group(s)	7
6. Pathway Structure	8
7. Pathway Aims	10
8. Pathway Learning Outcomes	11
9. Admissions Criteria, including APCL, APEL and DAS arrangements	14
10. Progression Criteria for Final and Intermediate Awards	15
11. Exceptions to Regulations	16
12. Transitional Arrangements	16
13. Mapping	16

1. MSc Advanced Professional Practice (Community and Primary Care Practitioner)

Final award title

MSc Advanced Professional Practice (Community and Primary Care Practitioner)

Level 7 Intermediate award title(s)

Postgraduate Diploma (PgDip) Advanced Professional Practice (Community and Primary Care Practitioner)

Level 7 Intermediate award title(s)

Post Graduate Certificate (PgCert) Advanced Professional Practice (Community and Primary Care Practitioner)

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	B700; B710; B702

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

Teaching institution(s): University of Plymouth

3. **Accrediting body(ies)** 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, enhanced competency, advanced decision making and sustainability for future workforce development needs.

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.

Specific pathways have been 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:

- a student-centred approach to the programme structure providing flexibility in the choice of the pathway award
- opportunities to study in an inter-professional setting with inter-professional core and optional modules
- a contemporary and dynamic programme responsive to the changing health and social care environment; including telehealth and sustainability
- professorial level input into curriculum design and delivery of modules
- research-informed teaching embedded throughout curriculum
- 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
- close partnership working with clinicians contributing to the teaching and assessment strategy

4.2 Distinctive Features of the Pathway

The policy outlined within The Five Year Forward View (NHS England, 2014) has driven the design of this pathway; service integration and reconfiguration at many spatial levels forms the context. There is an essential need to build community capacity to meet this integration agenda. The agenda requires new partnerships between the NHS and local communities, local authorities and employers to deliver on prevention and public health. Patients will gain far greater control of their own care and there will be the option of shared budgets combining health and social care. This will take the NHS into substantial partnerships with voluntary organisations and local communities. In response to this agenda, a pathway has been developed that privileges partnership working and co-production, the management of complexity and the need to address health inequalities.

The Community and Primary Care Practitioner pathway offers the:

1. opportunity to critically examine new service delivery models as they emerge and develop
2. ability to deliver health promotion to a range of people and to contribute to reducing health inequalities
3. development of enhanced clinical skills to meet the integrated workforce agenda including holistic assessment, problem solving and single assessment processes
4. introduction to, and scope for, telehealth, management of self in times of austerity and the building of personal resilience
5. development of personal leadership capabilities

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

6. Pathway Structure

The MSc Advanced Professional Practice (Community and Primary Care Practitioner) is a focused specialist pathway designed and developed to prepare and support Nurses, Midwives and Allied Health Professionals (AHPs) working in a community environment for the service delivery changes taking place currently and in the future. All students will be equipped to meet these changes and to thrive in new service configurations and to work in new ways.

For those working in the specialist area of General Practice, cognizance has been taken of the General Practice Nurse Competencies (RCGP and RCN, 2015) when designing the pathway.

Assessment has been linked to practice to ensure that students learn and develop in their work place. With the support and guidance of a mentor in practice alongside the academic curriculum students 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 community setting.

For those practitioners who are less clinically focused a module has been included that provides a sound theoretical and practical grounding in public health, health promotion, social marketing and social prescribing.

The programme will offer exit awards of Postgraduate Certificate/Diploma or Master's degree in Advanced Professional Practice (Community and Primary Care Practitioner) The Postgraduate Certificate comprises 60 credits, Postgraduate Diploma 120 credits, and the MSc 180 Credits.

The pathways in the programme will all 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

Pathway Structure			
MSc Advanced Professional Practice (Community and Primary Care Practitioner)			
Core Module APP701 Advancing Practice in Context 20 Credits	Pathway Specific Module APP714 Integrated Community Care in Context 20 Credits	Core Module APP745 Research Methodology and Application 20 Credits	Post Graduate Certificate 60 Credits
Optional Module 20 credits	Pathway Specific Module APP715 Integrated Community Practice 20 Credits	Optional Module 20 Credits	Post Graduate Diploma 120 Credits
Optional Module 20 Credits	Core Module SPP702 Substantive Professional Project 40 Credits		Masters 180 Credits

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)		
	Research Methodology and Application (20)		
2	Optional Module (20)		
	Pathway Specific Module (20)		
	Optional Module (20)		
3	Optional Module		
	Substantive Professional Project (40)		

Students will discuss their choice of 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 this will be reviewed at regular points in line with the personal tutor guide. Students will be advised that optional modules are subject to minimum numbers and are advised to 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

APP714	Integrated Community and Primary Care in Context
APP715	Integrated Community and Primary Care Practice

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

7. Pathway Aims

The aim of the programme 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 impact 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, the use of evidence, and work place projects
8. designing and undertaking research/work place projects that will enhance and develop patient care and/or service provision
9. critically analysing the community context for integrated care

10. fostering a flexible response to the current and future vision for transformation of services and working across professional and organisational boundaries
11. equipping those working or wishing to work in a community/primary care setting with the necessary generic practice skills to function within this environment and to analyse integrated practice
12. providing a framework for thinking critically about the nature, purposes and practice of public health

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 should 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 are used to create and interpret knowledge in the discipline
- 4) a deeper understanding of the influences, drivers and policies that inform the integrated workforce agenda
- 5) a deeper knowledge of their role in working within new models of care delivery

8.2. Cognitive and intellectual skills

On successful completion, graduates should 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 the transformation and sustainability of integrated working
- 7) use critical thinking skills relating to the professional, political, legal and ethical demands of working as an autonomous practitioner in an integrated service sector
- 8) develop one's own capabilities relating to, and embed the principles of, the four pillars of advanced practice into the clinical arena
- 9) incorporate service user perspectives and involvement into their practice

8.3. Key and transferable skills

On successful completion, graduates should 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

8.4. Employment related skills

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

- 1) exercise of 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) incorporate service user perspectives and involvement into their practice
- 5) develop a contemporary evidenced based proposal for a research related work based project that will inform practice
- 6) evaluate the context of risk and development of quality, patient/client safety and clinical governance agenda critically reflecting upon student's individual development

8.5. Practical skills

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

- 1) accept responsibility for their own professional practice applying ethical, legal and professional principles
- 2) 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
- 3) proactively adopt appropriate strategies to enhance learning for patients and colleagues including health promotion strategies
- 4) propose and develop a work place innovation/service enhancement, critically analyse the evidence base for this development, operationalize the proposed change, and evaluate the outcome
- 5) undertake self-motivated research, critically appraise and present data
- 6) undertake community engagement and build community capacity

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 will be taught in simulated settings and further developed in clinical practice.

A diverse range of assessment methods will be utilised such as written reports, critical literature reviews, research/change proposals, posters, Objective Structured Clinical Examinations (OSCEs) if applicable, 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.

Each potential student is assessed for his or her 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 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 accepted and will be considered 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. It is valuable for students to have a mentor in practice and be working in an area that will facilitate the successful completion of the module learning outcomes.

9.4 Disability Assist Services

This 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 (Community and Primary Care Practitioner).

To ensure that the awards remain contemporary successful completion of the programme will be expected within a 5-year time frame.

11. Exceptions to Regulations

Normal University of Plymouth 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; 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 Intended Learning Outcomes Mapped Against Modules

13.2 Assessment Mapped 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 Intended Learning Outcomes Mapped Against Modules

Postgraduate Certificate level

Programme Intended Learning Outcomes Map		Certificate Level	
Core Programme Intended Learning Outcomes (as worded in the Programme Specification)	Aim(s)	Subject benchmark	Related Core Modules
Knowledge and Understanding - On successful completion graduates will have developed:			
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	1,2,4,9,12		APP701 APP745 APP714
a deeper understanding of the influences, drivers and policies that inform the integrated workforce agenda	2,3,10		APP701 APP714
a deeper knowledge of their role in working within new models of care delivery.	2,3		APP714
Cognitive and Intellectual Skills - On successful completion graduates will have developed the ability to:			
critically analyse policy, research and theoretical literature	2,3,9,12		APP701 APP745 APP714
develop one's own capabilities relating to the transformation and sustainability of integrated working	9		APP714
critically reflect on professional practice and incorporate knowledge to enhance practice	1,2,3,4,10,11		APP701 APP714
develop critical arguments around research, policy and theory	5,9,12		APP701 APP745 APP714
develop one's own capabilities relating to, and embed the principles of, the four pillars of advanced practice into the clinical arena	1,2,3,11		APP701
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	2,5,9,10,11		APP701 APP714

Key and Transferable Skills - On successful completion graduates will have developed the ability to:			
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 APP714
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	4,6,11		APP701 APP714
accept responsibility for their own professional practice applying ethical, legal and professional principles	4,6		APP701 APP714
Employment Related Skills - On successful completion graduates will have developed the ability to:			
exercise of initiative and personal responsibility	1,3,4,10		APP701 APP714
use their skills for decision-making in complex and unpredictable contexts; and the independent learning ability required for continuing professional development	1,11		APP701 APP714
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 APP714
evaluate the context of risk and development of quality, patient/client safety and clinical governance agenda critically reflecting upon student's individual development	5,6,11		APP701 APP714
incorporate service user perspectives and involvement into their practice	1, 2,		APP714
Practical Skills - On successful completion graduates will have developed the ability to:			
accept responsibility for their own professional practice applying ethical, legal and professional principles	4,5,6		APP701 APP714
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 APP714
proactively adopt appropriate strategies to enhance learning for patients and colleagues	3,4		APP701 APP714
undertake community engagement and build community capacity	1,3,9		APP714

Postgraduate Diploma level

Programme Intended Learning Outcomes Map	Diploma level		
	Aim(s)	Subject) Benchmark	Related Core Modules
Core Programme Intended Learning Outcomes (as worded in the Programme Specification)			
Knowledge and Understanding - On successful completion graduates will have developed:			
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		APP715
Cognitive and Intellectual Skills - On successful completion graduates will have developed the ability to:			
synthesise arguments and results from varying sources including research, policy and theoretical literature	5,7		APP715
Key and Transferable Skills - On successful completion graduates will have developed the ability to:			
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		APP715
Employment Related Skills - On successful completion graduates will have developed the ability to:			
learn independently to support continuing professional development	2,3,5		APP715
understand the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care	2,3,5		APP715
Practical Skills - On successful completion graduates will have developed the ability to:			
undertake community engagement and build community capacity	11,12		APP715
accept responsibility for their own professional practice applying ethical, legal and professional principles	11,12		APP715

MSc level

Programme Intended Learning Outcomes Map	Degree Level			
Core Programme Intended Learning Outcomes (as worded in the Programme Specification)	Aim(s)	Subject Benchmark	Related Core Modules	
Knowledge and Understanding - On successful completion graduates will have developed:				
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		SPP702	
a comprehensive understanding of techniques applicable to their own research or advanced scholarship	4,5,6,7,8			
Cognitive and Intellectual Skills - On successful completion graduates will have developed the ability to:				
apply knowledge gained from advanced study to professional practice	4,5,6,7,8			
Key and Transferable Skills - On successful completion graduates will have developed the ability to:				
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			
Employment Related Skills - On successful completion graduates will have developed the ability to:				
develop a contemporary evidenced based proposal for a research related work based project that will inform practice	4,5,6,7,8			
Practical Skills - On successful completion graduates will have developed the ability to:				
undertake self-motivated research, critically appraise and present data	4,5,6,7,8			
propose and develop a work place innovation/service enhancement, critically analyse the evidence base for this development, operationalize the proposed change, and evaluate the outcome	2,3,5,7,8			

13.2 Assessment Mapped Against Modules

Module		Credit	Formative Assessment	Summative
Core to all Pathways				
1	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 (LO 1-5) Engagement in a group blog of a critical incident (positive or negative) in practice (LO 1-5)
2	APP745 Research Methodology and Application	20	Feedback from presentation of work in progress to academics and peers	Critical review of the literature (LO 1-5)
3	SPP702 Substantive Professional Project	40	Feedback from presentation of work in progress to academics and peers	The undertaking of a substantive professional project (LO 1-5)
Community and Primary Care Pathway Specific modules				
4	APP714 Integrated Community and Primary Care in Context	20	Tutor feedback on draft	A journal article suitable for publication.
5	APP715 Integrated Community and Primary Care Practice	20	Tutor feedback on draft	Electronic Submission of a Poster. Practice Learning Log

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 and Primary Care in Context
- APP715 Integrated Community and Primary Care 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
- APP747 Communication and Health Behaviour Change
- APP748 Surgical First Assistant
- APP749 Supervision of Learning and Assessment in Practice
- APP750 Collaborating in a culture of risk enablement
- APP751 Critical Care of Children and Young People, Advancing Knowledge and Skills
- APP752 Work Based Learning