

Programme Specification for MSc Advanced Clinical Practice

This document applies to Academic Year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	MSc PG Dip PG Cert
5.	Programme title	MSc Advanced Clinical Practice PG Dip Advanced Clinical Practice PG Cert in Professional Practice (Healthcare)
6.	Pathways available	NA
7.	Mode and/or site of delivery	Standard taught programme delivered using blended learning with weekly or block scheduled classes, combining face to face with online activities
8.	Mode of attendance and duration	Part time over 3-6 years.
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA (2020) Masters Degree Characteristics QAA (2018) UK Quality Code for Higher Education
11.	Date of Programme Specification preparation/ revision	May 2019 August 2019 AQU amendments to Section 19. May 2020 revisions to Section 13 & to accommodate Pharmacist Independent Prescribing & ACP Apprenticeship Modules August 2020 QAA benchmark links updated September 2020 AQU amendment Section 19 April 2021 revisions to programme spec wording in relation to changes to delivery of MACP4010

12. Educational aims of the programme

The MSc Advanced Clinical Practice (ACP) supports registered healthcare practitioners in their continued professional development to Masters Level, focusing on their role, sector and specialist area in line with the NHSE (2017) Multi-professional ACP framework. At the beginning of the course, students will identify their own learning needs in collaboration with their Clinical Supervisor, Manager and Personal Academic Tutor to create an individualised route through the programme that builds on their existing knowledge, skills and experience, whilst enabling achievement of competence and capability at the level of an Advanced Clinical Practitioner. Additionally, students can choose to develop more specialist competencies (e.g. College of Emergency Medicine ACP competencies) through the Negotiated Learning Module; or can apply to transfer existing Level 7 credits from modules congruent with their clinical specialism, through the Recognition of Prior Learning route in place of the Negotiated Learning module. Students completing this course will be able to lead and support advanced clinical practice, facilitating change in patient and service outcomes.

The objective of the programme is summarised in the West Midlands Advanced Clinical Practice (HEE 2015, p.15) definition and in line with the Multi-Professional framework for ACP (NHS England 2017) to develop:

'A registered practitioner with an expert knowledge base, complex decision-making skills and clinical competencies for expanded autonomous scope of practice, the characteristics of which are shaped by the context in which the individual practices. Demonstrable at masters' level and meets the education, training and CPD requirements for Advanced Clinical Practice as identified within the framework'.

The programme aims to:

- Provide an opportunity to develop an individualised learning plan in collaboration with employers to ensure practitioners develop clinical competence in their own speciality, sector and setting.
- Provide an environment in which students develop sustainable ability to shape future health and social care provision and delivery through responsiveness, improvability and changeability.
- Provide an opportunity for practitioners to develop and demonstrate competence and capability at an advanced level; through supervision and support in the workplace and assessment of their competence and capability.
- Provide a flexible, multi-professional, student centred route to postgraduate achievement.
- Provide a stimulating environment based on the values of academic freedom, ethical awareness and critical appraisal.
- Encourage intellectual challenge through the promotion of critical analysis, evaluation and problem solving and functioning at an advanced level of practice.
- Encourage critical appreciation of the varying perspectives and values of health and social care professionals, service users, carers and cultures.
- Provide an opportunity to design and conduct, with support, a substantive, independent, service improvement project, in response to organisational need, with the potential to innovate new practices and influence change.
- Promote opportunities for career advancement as an Advanced Clinical Practitioner.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding			
LO no.	<i>On successful completion of the named award, students will be able to:</i>	Module Code/s	Award
1.	Critically explore and apply evidence-based practice to your own specialist area	ALL	PG Cert PG Dip MSc
2.	Demonstrate critical thinking and analysis of complex situations, utilising comprehensive and advanced knowledge within the context of advanced clinical practice	ALL	PG Cert PG Dip MSc
3.	Critically explore epidemiology, anatomy and physiology, demography, social, political, ethical and professional trends and developments and apply to your own area of advanced clinical practice	MACP4001, MACP4002, MACP4014	PG Cert PG Dip MSc
4.	Critically explore the concept of autonomy and professional responsibility within advanced practice; the scope and professional boundaries of your practice relating to therapeutic interventions and/or prescribing	MACP4002, MACP4003, MACP4007, MACP4015	PG Cert PG Dip MSc

5.	Evaluate policies and approaches to improve clinical practice and health service outcomes within local, national and international contexts	MACP4001, MACP4003	PG Cert PG Dip MSc
6.	Apply theories and techniques of leadership and communication skills to work across multi-professional, organisational and system boundaries	MACP4003, MACP4004	PG Dip MSc
7.	Critically reflect and evaluate teaching; learning; coaching and guidance theories supporting the development of self and others	MACP4004	PG Dip MSc

Cognitive and Intellectual skills

8	Critically reflect on your advanced knowledge, skills, judgement, expertise and complex decision making in order to inform clinical reasoning approaches when dealing with complex situations	MACP4003, MACP4007	PG Cert PG Dip MSc
9	Draw on a wide range of evidence to critically appraise evidence-based diagnoses, judgements and therapeutic interventions	MACP4002, MACP4007, MACP4014, MACP4015	PG Cert PG Dip MSc
10	Critically appraise your role, sector and specialism, evaluating the contribution of own and other professionals in service provision and service user experiences and lead quality and service improvement projects	MACP4012, MACP4016	MSc

Skills and capabilities related to employability

11	Demonstrate advanced practice capabilities (clinical practice, leadership, education and research) and achievement of generic competencies applicable to all advanced clinical practitioners, working in partnership with individuals using a range of appropriate assessment methods	MACP4002 MACP4007, MACP4014, MACP4015	PG Dip MSc
12	Initiate, evaluate and modify a range of interventions, which may include prescribing medicines, therapies, life style advice and care; appropriate to own role and specialist area.	MACP4002 MACP4007 MACP4014 MACP4015	PG Dip MSc

Transferable/key skills

13	Communicate effectively both verbally and in writing with service users and their families in your own clinical practice and with members of multi-professional teams	MACP4002, MACP4007 MACP4014 MACP4015	PG Cert PG Dip MSc
14	Critically evaluate your own practice, identifying your individual learning needs in relation to your developing role and competence as an advanced clinical practitioner; critically reflecting upon the ongoing personal and professional development required to meet the needs of your speciality or subject area	MACP4002, MACP4007 MACP4014, MACP4015	PG Cert PG Dip MSc
15	Produce a robust proposal for the development of a work-based service or quality improvement project <i>OR</i> a research/audit/service evaluation project, incorporating appropriate methodological, design, ethical and data management issues	MACP4005	PG Dip MSc

16	Independently design and conduct a service or work-based quality improvement project OR a primary research/audit/service evaluation using appropriate theory and techniques, to lead practice through vision and support innovative working practices at the forefront of their professional discipline and advanced clinical practice	MACP4012, MACP4016	MSc
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Learning, teaching and assessment

The programme adopts a student-centred approach to learning, teaching and assessment, supporting students to achieve the learning outcomes. It incorporates, a balance of approaches, including *constructivist*, where construction of knowledge occurs through experiences and engagement, students are encouraged to take the initiative for their own learning experiences *and* behaviours, which focuses on learning that is observable. It uses a blended learning approach with modules being delivered by a blend of face to face and online activities, with one module offered via a fully online approach or a blended learning approach (MACP4010). A number of modules are further complemented by supervised work-based learning in the students' placement of employment.

Teaching

Learning and teaching methods include: Lectures, flipped classroom, web based learning using Blackboard to support an online discussion forum, Blackboard Collaborate, seminars and workshops, problem-based learning, observed and supervised learning, practical sessions, project supervision, independent self-study. Students will undertake learning in their workplace and utilise specialist resources such as the clinical skills laboratory for simulated practice.

Students will commence the course with a mandatory first module (MACP4001), which introduces them to Level 7 study through an exploration of Advanced Clinical Practice.

At the beginning of the programme students are allocated a Personal Academic Tutor who they will meet with to discuss academic progress at least once a semester.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

Part-time students can expect to have 6 hours contact time each week, however precise contact time will be dictated by the modules studied each semester.

For example:

MACP4001 (15 credits) is 6 x 6 hour face to face contact time spread over semester 1

MACP4002 (30 credits) is 12 x 6 hours face to face contact time spread over semester 1 and 2

MACP4003 (15 credits) is 6 x 6 hour face to face contact time spread over semester 2

MACP4010 (15 credits) has 2 modes of delivery, fully online and blended learning. The fully online consists of 36 hours contact time across a semester, with structured online seminars and tutorials (synchronous 75%) & specific online tasks and activities (asynchronous 25%), this route will usually be taken by students undertaking this module as a standalone module. The blended approach is 6 x 6 hours taught sessions (face to face and online activities) spread over one semester.

In the final year there is normally less contact time in order to do more independent study.

Directed study

In addition to the contact time, students are expected to undertake around 6-10 hours of personal self-directed study per week. Typically, this will involve searching for evidence, reading, making notes, practising academic writing in preparation for assessments, reflecting on development. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course and have published extensively on content areas of the course. The team includes experienced academics, PhD students, advanced clinical practitioners and senior registered healthcare professionals from a variety of backgrounds. Teaching is informed by research, publication and consultancy, and 85% lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. Assessment methods include essays, assessed problem-based learning, seminars, research proposal, portfolio, research project, e-presentation, Objective Structured Clinical Examinations (OSCE), assessment of clinical competence, poster and oral presentations, exams.

The summative assessment pattern for each year of the course is typically:

Year 1

Essay, clinical competency and e- portfolio, OSCE, oral presentation and report

Year 2

Essay, Research/Project Proposal, and if taking the Prescribing module an e-portfolio, case study, pharmacology exam, numeracy exam

Year 3

MSc - 15,000-word Dissertation

ACP Apprenticeship – 10,000 word dissertation and Advanced Clinical Practice Knowledge, Skills and Behaviours (End Point Assessment)

14. Assessment strategy

The assessment strategy meets the requirements of the *University's Assessment Policy*. Students and teaching teams are partners in the learning, assessment and feedback process and engagement in a dialogue about these processes is essential. Peer and self-assessment strategies are incorporated across the course, supporting students to make judgments about their own and others' work. It is recognised that students require opportunities to discuss their assessments and feedback with the module teaching team and therefore group and individual tutorials are available throughout the course.

During the first module, MACP4001, support is provided to emphasise the critical assessment and analysis necessary to develop thinking and academic writing at Master's level. Module leaders across all subsequent modules help the student to apply the module learning outcomes to their assignment through written guidance in the module guide and in tutorials.

All of the assessment items allow the student to match their interests, needs, role, specialism and sector. Students are encouraged to use topics which will enable them to

explore issues and questions from their own speciality with a view to innovating and enhancing practice. The assessments are powerful opportunities for individualised learning and developing self-management and self-direction; they are a central aspect of the learning process.

All ACP students are working in clinical practice in a variety of sectors and specialities. In MACP4002 and MACP4007 students are supervised whilst developing competence and capability and assessed in their workplace by registered healthcare professionals (Supervisors/Mentors/Practice Assessors). Students can utilise examples from practice situations as a context or contribution for any of their assignments.

This course applies the [University's Assessment Policy](#) and utilises the [Generic Masters Grade descriptors](#) for assessment of the assignment, competence document and portfolio of evidence.

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook.

15. Programme structures and requirements

The following awards are completed by taking and passing modules of study, some of which are mandatory (as indicated). The maximum registration periods allowed for the completion of these awards in part time mode (without credit on entry) are as follows:

MSc Advanced Clinical Practice	6 years
PG Diploma in Advanced Clinical Practice	4 years
PG Certificate in Professional Practice (Healthcare)	2 years

Module Code	Module Title	Status			
		Credits (Number)	PG Cert	PG Dip	MSc
MACP4001	Exploring and Challenging Advanced Clinical Practice	15	M	M	M
MACP4002	Health and Social Needs Assessment in Advanced Clinical Practice	30	M	M	M
MACP4003	Complex Decision Making in Advanced Clinical Practice	15	M	M	M
MACP4004	Coaching and Guidance in Advanced Clinical Practice	15		M	M
MACP4005	Research Methods	15		M	M
MHML4004 ³	Negotiated Learning 1	15		O	O
MACP4007 ⁴	Independent and Supplementary Prescribing	30		O	O
MACP4008 ³	Negotiated Learning 2	30		O	O
MACP4010	Professional Advocate	15		O	O
MACP4011	Newborn Physical Examination	15		O	O
MACP4012	Dissertation in Advanced Clinical Practice	60			M
MACP4013	Advanced Clinical Practice Capability	0		M	M
MACP4014 ²	Health and Social Needs Assessment for Pharmacists	30	M	M	M
MACP4015 ^{2,4}	Principles and Practice of Independent Prescribing for Pharmacists	30	O	O	O

MACP4016 ¹	Apprenticeship Dissertation	40	M	M	M
MACP4017 ¹	Advanced Clinical Practice Knowledge, Skills & Behaviours (End Point Assessment (EPA)).	20	M	M	M
Total Credits		180			
PG Certificate					
To be awarded the PG Cert Professional Practice (Healthcare) students must successfully complete 60 credits at Level 7 (MACP4001, MACP4002, MACP4003).					
PG Diploma					
To be awarded the PG Dip Advanced Clinical Practice students must successfully complete the PG Certificate plus MACP4004, MACP4005, MACP4007 (OR 30 credits of optional modules) and MACP4013 to a total minimum of 120 credits at Level 7. <i>Only one Negotiated Learning Module can be taken</i>					
Masters (MSc) in Advanced Clinical Practice					
To be awarded the Masters, students must complete a total of 180 credits at Level 7 including Modules as per PG Dip and 60 credits from the dissertation.					
Advanced Clinical Practitioner Apprenticeship					
To be awarded the ACP Apprenticeship, apprentices must complete a total of 180 level 7 credits including modules as per the PGDip and 40 credits from Apprenticeship Dissertation and 20 credits from Advanced Clinical Practice Knowledge, Skills & Behaviours (EPA module). 160 level 7 credits from the ACPA/MSc are a pre-requisite to be eligible to undertake Advanced Clinical Practice Knowledge, Skills & Behaviours (EPA module MACP4017) to be able to complete the full award. For Apprentices Advanced Clinical Practice Knowledge, Skills & Behaviours (EPA module- MACP4016: 40 level 7 credits) taken together with Apprenticeship Dissertation (MACP4017: 20 level 7 credits) is the equivalent of MACP4012 (60 level 7 credits) in the MSc ACP route Apprentices can be awarded the exit awards stated above (PG Certificate & PG Diploma) for the MSc ACP route, if they are unable to complete the requirements for the full ACPA/MSc.					
Key					
¹ Alternative to MACP4012 for Advanced Clinical Practitioner Apprenticeship only					
² Alternative pathway for Pharmacists					
³ MHML4004 or MACP4008 are excluded combinations. Therefore only 1 negotiated learning module (so either) can be taken to successfully complete the award.					
⁴ It is expected where a student is a registered healthcare professional where independent and supplementary prescribing is statutorily enacted, that student will undertake a prescribing module (MACP4007 or MACP4015), unless they have already been annotated on their professional register (NMC/HCPC/GPhC) with this qualification. MACP4010 can be offered as a standalone module, delivered following a non-traditional semester based approach					

All students will be required to register for MACP4013 Advanced Clinical Practice capability, at the beginning of the course. This is a 0 credit module that will run alongside all modules in the PG Cert and PG Diploma. At the beginning of the course, students will be expected to undertake an individual learning needs assessment in collaboration with their Personal Academic Tutor, Supervisor and Manager to develop an individual learning contract based on their role, sector and specialism. The module must be completed by the end of the PG Diploma, as it ensures assessment against the ACP capability document (NHSE 2017). Students must pass MACP4013 to pass the PG Diploma. Capabilities assessed in MACP4013 link to all modules within the PG Diploma. Two modules (MACP4002 Health and Social Needs Assessment and MACP4007 Independent and Supplementary Prescribing) require the student to undertake an assessment of competence and capability, in the workplace. Students undertaking these modules are supported by registered healthcare professionals (Supervisors, Mentors and Practice Assessors) also employed in the practice area. Students' work-based learning takes place in their place of employment.

Please see the course handbook for a detailed schedule for the course showing how modules are delivered over the academic year and detailed information about full and part-time study.

Progression from PG Cert to PG Diploma or PG Diploma to MSc

Students registering for the PG Cert. or PG Diploma can request a Transfer of Studies onto the PG Diploma or MSc through Academic Registry, this must be actioned before the final Exam Board at the end of Semester 2. If this is not requested before the PG Cert or PG Diploma is awarded, students will need to reapply and will RPL the credits into the PG Diploma or MSc. This will affect the classification of the subsequent award as grades are not transferred, only the credits.

16. QAA and professional academic standards and quality

The award is located at Level 7 of the FHEQ and the course is aligned with the [FHEQ Descriptor for a higher education qualification at level 7](#).

The following sources have been used throughout the programme:

- [QAA \(2020\) Masters Degree Characteristics](#)
- [NHS \(2019\) The Long Term Plan](#)
- [NHS England \(2017\) Multi-professional framework for Advanced Clinical Practice](#)
- [HEEWM \(2015\) West Midlands Framework for Advanced Clinical Practice](#)
- Department of Health (2010) Advanced Level Practice: A Position Statement
- RCN (2012) Advanced Nurse Practitioners: An RCN Guide to the Advanced Nurse Practitioner Role, Competencies and Programme Accreditation
- [Chartered Society of Physiotherapists \(2016\) Advanced Practice in Physiotherapy](#)
- [College of Paramedics \(2016\) Paramedics Career Frameworks](#)
- NMC (2018) [Standards for Prescribing Programmes](#)
- RPS (2016) A Competency Framework for all Prescribers
- [HCPC \(2013\) Standards for Prescribing](#)

17. Support for students

University based support is available from:

<https://www2.worc.ac.uk/studentssupport/>

Programme specific support:

Induction

Students are invited to attend an induction day that will familiarise them with the University, the Department, the Three Counties School of Nursing and Midwifery and the course. They meet representatives from Student Services, Registry Services, Library Services and ICT and hear more about their services as well as meeting the programme team.

Personal Academic Tutors

All students are allocated a Personal Academic Tutors (PAT) for the duration of the course and are encouraged to meet with them at least once each semester to discuss their individualised learning plan, feedback on assignments, discuss module choice and towards the end of year two, dissertation plans. At the beginning of the Course all students will be supported to write their Individual Learning Plan, in collaboration with their PAT and supervisor/mentor

Advanced Clinical Practice Community

There is a Master's Advanced Clinical Practice Community website via Blackboard where the team provide monthly updates, information and a way of enabling students to interact with each other.

Dissertation supervision

All dissertation students have a supervisor allocated from first contact and throughout the proposal writing and dissertation process. Students are entitled to 8 hours with their dissertation supervisor.

18. Admissions

Admissions policy

The University aims to provide fair and equal access to university education to all those who have the potential to succeed or benefit from it.

The MSc Advanced Clinical Practice aims to recruit students who are registered professionals. Applicants must be currently working/self-employed in a health care environment for a minimum of 20 hours a week, in order for them to be in a position to develop an appropriate, safe level of competence in the ACP skills, which they will be progressing in their own clinical areas, through work-based learning, supported by the HEI academic programme.

The MSC Advanced Clinical Practice Apprenticeship admission requirements and processes are provided in the Specification for *Higher Level Degree ACP Apprenticeship* document. The below sections provide detail of admissions processes for non-apprenticeship ACP applicants.

Entry requirements

Applicants must hold professional registration with NMC/HCPC/GPhC

Either

A lower second-class Honours degree (2:2) in a Health-related subject or an overseas equivalent.

OR

Qualifications and experience considered to be equivalent to the above. All students applying via this route will be assessed and where necessary interviewed by the Course team.

See [Admissions Policy](#) for other acceptable qualifications.

When assessing a non-standard entrant's suitability for entry onto the programme candidates will need to demonstrate their potential to achieve the aims and outcomes of the programme. The candidate will also need to demonstrate that their experiences are equivalent to having achieved a 2.2 at undergraduate level. The following criteria may be taken into consideration:

- Evidence of successful academic study at level 6 or equivalent.
- Experience of working in a health setting, the roles undertaken and the level of decision making undertaken
- Awareness of the demands of studying at postgraduate level
- Interest and motivation for successful study on the course
- Support from employer to undertake course

*The Independent and Supplementary Prescribing modules (MACP4007 or MACP4015) have specific entry criteria, as they are associated with an award from a regulatory body (GPhC, NMC and HCPC). The entry criteria and admissions process are fully detailed in the [Independent and Supplementary Prescribing \(V300\) Programme Specification](#) Applicants for the MSc, wishing to undertake one of these optional modules must also complete a separate regional prescribing application form, prior to acceptance for the MSc.

Appropriate workplace practice and assessment is necessary to complete MSc Advanced Clinical Practice and therefore, applicants must have identified a Mentor/Supervisor for the duration of the course and where appropriate have their manager's approval and support, prior to acceptance for the programme.

UK students being sponsored by their employer must provide evidence of employer approval and payment agreement.

Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme; usually a minimum IELTS of 7.0 (with no less than 6.5 in any component). Other equivalent English qualifications will also be considered.

See [Taught Courses Regulatory Framework](#) (Section 2).

Disclosure and Barring Service (DBS) requirements

MSc Advanced Clinical Practice does not require students to undertake clinical placements, but a small number of modules use work-based learning in areas, where students are already employed/self-employed. All applicants must have a declaration of good character.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level (for example modules congruent with their clinical specialism or those who already have the V300 Independent or Supplementary Prescribing at Level 7) or with extensive experience may be considered eligible for [recognition of prior learning](#). Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

On initial assessment UW RPL/RPEL policies will be enacted and where credits can be transferred or awarded the apprenticeship fee and learning programme will be adapted in line with the employer and apprentice needs. To be an apprenticeship the minimum duration of the programme must be 12 months.

Admissions procedures

Academic decisions are made by the Admissions Tutor, in collaboration with and support from the Admissions Office,

All applications must be via the online application system. These are seen firstly by the Admissions Office and then reviewed by the Admissions Tutor and assessed against the course entry requirements; in collaboration with the Course Leader where necessary.

Students with non-standard qualifications but who believe they have the requisite experience and potential for development are encouraged to discuss their application with the Admissions Tutor ahead of submission online.

Candidates where admission is not appropriate at the time of application can seek advice from the Admissions Tutor or Course Leader on how to prepare for a subsequent application and a suggested time frame for application.

All applicants will be invited to an interview (telephone, face to face, or Skype) to discuss their application, realistic expectations of the course, appropriateness of the course for their role and to ensure that they have an appropriate mentor/supervisor arranged to support them throughout the course.

Selection criteria

These are the standards and means by which an applicant will be judged:

- The applicant's potential to succeed in the MSc Advanced Clinical Practice

- Actual or expected academic or professional qualifications and grades, to meet the entry requirements above
- Relevant work or other experience specific to the module entry requirements as above
- Applicants' own statements of interest in the course
- Reference(s) from the employer confirming the applicant's experience and appropriateness of the course for their role
- An interview or where appropriate, portfolio of the applicants' work
- Contextual consideration of merit and potential.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module guide.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-. This provision does not apply to students studying under an apprenticeship for EPA module MACP4017; apprentices are limited to two assessment opportunities only.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Award	Requirement
PG Cert Professional Practice (Healthcare)	Passed a minimum of 60 credits at level 7, as specified on the award map. Must include MACP4001, MACP4002, MACP4003
PG Dip Advanced Clinical Practice	Passed a minimum of 120 credits at level 7, as specified on the award map. Must include MACP4001, MACP4002, MACP4003, MACP4004, MACP4005, MACP4013

Masters (MSc) Advanced Clinical Practice	Passed a minimum of 180 credits at level 7, as specified on the award map. Must include MACP4001, MACP4002, MACP4003, MACP4004, MACP4005, MACP4012, MACP4013
Advanced Clinical Practitioner Apprenticeship & Masters (MSc) Advanced Clinical Practice	Passed a minimum of 180 credits at level 7, as specified on the award map. Must include MACP4001, MACP4002, MACP4003, MACP4004, MACP4005, MACP4013, MACP4016, MACP4017

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

Classification of Masters

The classification will be determined by whichever of the following two methods results in the higher classification.

Method 1

- a) Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- b) Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

Method 2

- a) Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
- b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2, but are eligible for the award of a Masters.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

All students are already in employment, or self-employed, therefore their aim following the course, is usually to focus on obtaining a substantive Advanced Clinical Practitioner role within their Trusts and employing organisations. Students remain employed in a wide range of health and social care provider organisations and from a range of professional disciplines. The programme equips students to develop new Advanced Clinical Practitioner roles within their area of practice and to progress into strategic and leadership roles. As part of the journey of professional and role development students are encouraged to continue on their academic journey through access to a range of higher degrees including PhD, professional doctorate and other taught doctorates.

Student employability

The provision offered through this programme is developed in partnership with local employers and as such is closely mapped to both the needs of the student and the needs of the employer. To that end, students exiting have specific, focused skills desirable to both local employers, but also in the wider health and social care community. Many students join the programme from practice, develop their skills and understanding through the programme and return to practice with these developed qualities and attributes tailor made to the Advanced Clinical Practitioner role and role trajectory

Links with employers

The Course Leader and Course Team work closely with partners in the local NHS and Independent sector to ensure the programme is current and meets national and local policy drivers. The relationship between university and employer is a mature one that has developed over a number of years. Employers are closely involved in course management initiatives, programme development and curriculum design. Employers also contribute to the annual review process and the periodic review of programme provision.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.