Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Nursing		
Course Code(s):	NH134P31UW	Part-time	3 Years
Course Title:	Master of Science (MSc) Advanced Clinical Practice (Specialist Negotiated Practice)		
Hierarchy of Awards:	Master of Science Advanced Clinical Practice (Specialist Negotiated Practice) Postgraduate Diploma Advancing Clinical Practice Postgraduate Certificate Advancing Clinical Practice University Statement of Credit University Statement of Credit University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	25/Sep/2023		
Last Review:			
Course Specification valid from:	2022/3		
Course Specification valid to:	2028/9		

Academic Staff

Course Leader:	Sandra Dilks
Head of Department:	Robert Corbett

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

This course is open to practitioners registered with the Nursing and Midwifery Council (NMC), Health and Care Professions Council (HCPC) or General Pharmaceutical Council (GPhC) who are working in a clinical area with identified support from an appropriate clinical supervisor.

To become an Advanced Clinical Practitioner, the following points should normally be met and the applicant must be in a role that has employer support for clinical placement and time to attend the course with a clinical supervisor/mentor in practice.

- Hold current first level Professional Registration with a relevant regulatory body.
- Entry requirement includes first degree and minimum of 3 years' relevant experience in clinical practice.
- Recognised post within a healthcare organisation and the post listed within workforce plan and business need.

- Confirmed defined / protected Advanced Clinical Practice role for the trainee to be moved into on successful completion of the programme.
- Appropriately named clinical supervisor to support the trainee during the programme of training. The supervisor will not necessarily hold the same professional registration as the developing advanced clinical practitioner/trainee but will be experienced in supervision and in the relevant field of advanced clinical practice.
- Commitment to providing protected learning time for the trainee Advanced Clinical Practitioner during the MSc and this is equivalent to: One day a week in university (or equivalent) reading, writing and other academic activities.
- One day a week protected time for supported clinical practice (or equivalent)

Applicants without a first degree:

We have a separate policy for applicants who do not hold a first degree at 2:2 but have substantial and relevant clinical or prior study experience. Please discuss with the course leader in the first instance. Applicants may be offered a place to study a single module of the programme as a stand-alone module student and, if successful, upgrade your university registration to a Postgraduate Certificate, Diploma or M.Sc. and use your stand-alone module towards the course to which you have upgraded.

Existing Practitioners:

Existing practitioners who are currently working in an Advanced Clinical Practice role and do not have a M.Sc. level of education have options to either complete the Masters or continue in the role and update in-line with their CPD requirements.

There are 'Top Up' arrangements or Recognition of Prior learning (RPL) for existing practitioners who do not have a full Master's degree. They have the option to complete the degree and to do this they would need to be in a relevant Advanced Clinical Practice post and supported by their organisation.

Those applicants who meet all of the requirements of the Post Graduate Diploma will be required to complete a research module and dissertation along with evidence of achievement of the advanced clinical capabilities.

Employers:

All organisations supporting staff to undertake an Advanced Clinical Practice course will need to ensure as part of their workforce plans the role of Advanced Clinical Practitioner is embedded within their organisation structures. Once the trainee is a qualified Advanced Clinical Practitioner, there will need to be on-going support from the Trust

English Competency Standards:

If English is not your first language, you will need to have a TOEFL score of 550 or above, or an IELTS score of 7.0 or above in each of the IELTS categories.

International applicants can find further advice here: http://www.wlv.ac.uk/international/

Recognition of Prior Learning:

You can apply for "Recognition of Prior Learning" – up to a maximum of 60 credits for study completed in the last 5 years at the discretion of the course leader. Please contact the course leader if you require further information about this.

Distinctive Features of the Course:

The MSc Advanced Clinical Practice (Specialist Negotiated Practice)provides access to structured and supported educational development to enable you to progress through your Masters Level study to meet the requirements set by Health Education England (2017) in their Multi-professional Framework for Advanced Clinical Practice in England.

The MSc Advanced Clinical Practice has been designed to meet the needs of the health professional whose desire is to develop their clinical career to a higher level as an advanced practitioner. The course philosophy is to acknowledge your prior experience and knowledge as a health professional and subsequently enable you to fulfil your potential as a postgraduate through the development of new understanding, critical insight and advanced level academic and clinical skills.

The course acknowledges your relevant prior experience and knowledge as a healthcare professional and subsequently enables you to fulfil your potential as a postgraduate through the development of new understanding, critical insight, and advanced level academic and clinical skills.

This course is open to practitioners registered with the Nursing and Midwifery Council (NMC), Health and Care Professions Council (HCPC), and General Pharmaceutical Council (GPhC).

Accreditation and Professional Regulation



The Centre for Advancing Practice

This programme is accredited by the Centre of Advancing Practice.

Health Education England's Centre for Advancing Practice has been established to standardise post-registration education by accrediting advanced practice courses that achieve the standards outlined in the multi-professional Advanced Practice Framework.

Practitioners who have completed accredited education programmes will be eligible to be listed on the Centre's Advanced Practice Directory. Programme accreditation from the Centre for Advancing Practice will bring a new level of consistency to the workforce and help showcase advanced practice within health and social care.

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Exit Awards

This course has been designed to allow for students to exit with interim awards.

Year Three -Master of Science Advanced Clinical Practice (Specialist Negotiated Practice) from a total of 180 Course specific Credits

Year Two - Postgraduate Diploma Advanced Clinical Practice (Specialist Negotiated Practice)from a total of 120 Course specific Credits

Year One - Postgraduate Certificate Advanced Clinical Practice from a total of 60 course specific credits

University Statement of Credit Advanced Clinical Practice

Educational Aims of the Course:

The MSc Advanced Clinical Practice has been designed to meet the needs of the health professional whose desire is to develop their clinical career to a higher level as an advanced practitioner. The course philosophy is to acknowledge your prior experience and knowledge as a health professional and subsequently enable you to fulfil your potential as a postgraduate through the development of new understanding, critical insight and advanced level academic and clinical skills. This course is open to practitioners registered with the Nursing and Midwifery Council (NMC) or Health and Care Professions Council (HCPC) or General Pharmaceutical Council (GPhC).

This programme will utilise a multi-professional approach to develop the health professional's knowledge and skills to work at an advanced level of clinical practice. The programme has been designed around the current Health Education England (HEE) (2017) Multi-Professional Framework for Advanced Clinical Practice in England and applies to all non-medical healthcare professionals including nurses, midwives, pharmacists and allied health professionals. The course supports the concepts outlined within the Multi-Professional Framework for Advanced Clinical Practice in England (Health Education England, 2017) and encourages the development of new ways of working within the multi-professional workforce to meet the changing needs of the population.

It is expected that on completion of this course you will be a recognised Advanced Clinical Practitioner (HEE, 2017) with an expert knowledge base, complex decision-making skills and clinical capabilities for an expanded, autonomous scope of practice, the characteristics of which are shaped by the context in which the individual practices. This requires that health and care professionals working at the level of advanced clinical practice will exercise autonomy and decision-making in a context of complexity, uncertainty and varying levels of risk, holding accountability for decisions made.

You will normally have an honours degree and have been working in clinical practice for a minimum of 3 years within your current area and have evidence of studying at level 6 prior to commencing the course.

The course has been developed in response to identified and anticipated demands for increasing the number of registered health professionals with advanced clinical skills and critical understanding for transformation of the current health care workforce.

For the award of Postgraduate Diploma, you will study six 20 credit modules. This can be followed by one 60 credit Independent Project module to achieve the award MSc Advanced Clinical Practice.

Intakes:

March

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2021/2	H	Full Time	£3400.00
2021/2	H	31	£3400.00
2022/3	H	Full Time	£
2022/3	H	31	£

PSRB:

None

Course Structure:

March (Part-time)

Module	Title	Credits	Period	Type
7NH015	Health Assessment for Advanced Clinical Practice	20	INYR	Core
7HW108	Developing the Principles of Advanced Clinical Practice	20	CRYRA	Core

March (Part-time)

Module	Title	Credits	Period	Type
7NH016	Clinical and Diagnostic Reasoning for Advanced Clinical Practice	20	INYR	Core

March (Part-time)

Module	Title	Credits	Period	Type
7HW068	Specialist Negotiated Practice	20	INYR	Core

March (Part-time)

Module	Title	Credits	Period	Type
7HW126	Advanced Inquiry for Healthcare Professionals	20	INYR	Core
7HW069	Specialist Negotiated Practice (2)	20	INYR	Core

March (Part-time)

Module	Title	Credits	Period	Type
7NH095	Health Research and Evidence-Based Practice: Dissertation	60	CRYRA	Core

Continuing students will follow the programme indicated below:

April (Part-time)

Module	Title	Credits	Period	Type
7HW126	Advanced Inquiry for Healthcare Professionals	20	INYR	Core
7HW069	Specialist Negotiated Practice (2)	20	INYR	Core

Continuing students will follow the programme indicated below:

April (Part-time)

Module	Title	Credits	Period	Type
7NH095	Health Research and Evidence-Based Practice: Dissertation	60	CRYRA	Core

September (Part-time)

Module	Title	Credits	Period	Type
7NH015	Health Assessment for Advanced Clinical Practice	20	INYR	Core
7HW108	Developing the Principles of Advanced Clinical Practice	20	INYR	Core
7NH016	Clinical and Diagnostic Reasoning for Advanced Clinical Practice	20	INYR	Core

September (Part-time)

Module	Title	Credits	Period	Type
7HW126	Advanced Inquiry for Healthcare Professionals	20	INYR	Core
7HW068	Specialist Negotiated Practice	20	INYR	Core
7HW069	Specialist Negotiated Practice (2)	20	INYR	Core

September (Part-time)

Module	Title	Credits	Period	Type
7NH095	Health Research and Evidence-Based Practice: Dissertation	60	INYR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - The course will be delivered via a revised academic calendar to support progression through and between academic years.

Approved by Academic Frameworks and Regulations Sub Committee on 9 March 2023

Section 5.1.1 - You can progress from one year to the next providing:

- You have successfully achieved 60 credits on completion of Year 1
- You have successfully achieved 120 credits on completion of Year 2

Approved by AFRSC 6 August 2024

Section 6.1.1 - A named interim award can be made on completion of 60 or 120 credits in accordance with

academic regulations. To be awarded the Postgraduate Certification Advanced Clinical Practice, you must complete 60- credits from the following modules 7NH015 Advanced Health Assessment 7NH016 Clinical and Diagnostic Reasoning for Advanced Clinical Practice 7HW108 Developing the Principles of Advanced Clinical Practice Completion of 60-credits from any other module combination will result in the award of a University Statement of Credit via your student transcript. This will acknowledge the credits you have received but does not qualify you for an Advanced Clinical Practice award.

Approved by AFRSC 08.10.2024

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Department of Health (2010) *Position Statement: Advanced Level Nursing*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/215935/dh_1217 (Accessed on 21/11/2022).

Equality Act (2010) *Guidance*. Available at: https://www.gov.uk/guidance/equality-act-2010-guidance (accessed 21/11/2022)

Health Education England (2017) *Multi-professional Framework for Advanced Clinical Practice in England.* Available at: https://www.hee.nhs.uk/sites/default/files/documents/multi-professionalframeworkforadvancedclinicalpracticeinengland.pdf (Accessed on 21/11/2022)

NHS England (2019) *Clinical Leadership: A Framework for Action*. Available at: https://www.england.nhs.uk/wp-content/uploads/2021/08/clinical-leadership-framework.pdf (Accessed on 22/11/2022)

NHS Leadership Academy (2011) Clinical Leadership Competency Framework. Available at: https://www.leadershipacademy.nhs.uk/wp-content/uploads/2012/11/NHSLeadership-Leadership-Framework-Clinical-Leadership-Competency-Framework-CLCF.pdf (Accessed on 22/11/2022)

Quality Assurance Agency (2020) *Characteristics Statement: Master's Degree*. Available at: https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10 (Accessed on 21/11/2022)

Royal College of Nursing (2018) *Advanced Practice Standards* Available at: https://www.rcn.org.uk/Professional-Development/Advanced-Practice-Standards (Accessed on 21/11/2022).

University of Wolverhampton (2021) *Strategic Plan*: *Our Vision 2030*. Available at: https://www.wlv.ac.uk/about-us/corporate-information/strategy-2030-/ (Accessed on 21/11/2022)

University of Wolverhampton (2022) Academic Regulations 2022-2023. Available at: https://www.wlv.ac.uk/media/departments/office-of-the-vice-chancellor/documents/University-of-Wolverhampton-Academic-Regulations-2022-23.pdf (Accessed 21/11/2022)

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
PGCERT01 Demonstrate 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 your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline. - to evaluate	

Learning Outcomes	Modules
methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGCERT02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	
PGCERT03 Demonstrate 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.	
PGCERT04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	
PGCERT05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGCERT06 Demonstrate the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations. - the independent learning ability required for continuing professional development.	
PGDIP01 Demonstrate 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 your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline. - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGDIP02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	
PGDIP03 Demonstrate 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.	
PGDIP04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	
PGDIP05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGDIP06 Demonstrate the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations. - the independent learning ability required for continuing professional development.	
MA01 Demonstrate systematic understanding of complex data from a variety of evidence-based resources in the performance and documentation of holistic advanced health assessment skills, in order to plan more effective care and service delivery for individuals.	
MA02 Contribute critically to advanced clinical practice debates through the development of advanced skills in accessing, critically appraising and evaluating the knowledge base for the purposes of informing current and future practice decisions	
MA03 Use advanced communication skills to develop	

Learning Outcomes	Modules
collaborative collegiate relationships with professional and lay colleagues demonstrating comprehensive understanding of others and applying the central tenets of mutual respect, trust and interdependency within the changing boundaries of practice	
MA04 Demonstrate self-direction to develop advanced knowledge, advanced clinical skills and advanced levels of practice in her/his field in relation to reducing risk whilst prioritising, organising, delivering, delegating and supervising care and service delivery	
MA05 Demonstrate self-direction, creativity and interpretative skills related to the completion of a project with its core focus on an aspect of healthcare in the context of improving service delivery	

Teaching, Learning and Assessment:

Critical to the implementation of the MSc. Advanced Clinical Practice (ACP) acceptance and sustainability of this role is that ACPs are widely recognised as being consistently competent and capable in fulfilling the requirement of the role in its entirety (HEE, 2017). Given that the ACP is expected to have a level of advanced clinical knowledge and skills which discretely differs from other academic studies, it is appropriate that assessment strategies are utilised to ensure that robust, valid and reliable assessments are undertaken, resulting in practitioners deemed fit for purpose.

At the University of Wolverhampton, a variety of modes of assessment are used to support and test student learning and progress and to help them to develop capabilities that are valued beyond their university studies and into working life. The course will include a variety of assessment activity, which will include:

- Assignments, examinations, projects, assessing theoretical clinical knowledge
- Objective structured clinical examinations (OSCEs)
- Case-based presentation
- Direct observation of clinical skills log
- Development of clinical capability portfolio

The design of modules within this course will enable formative assessments to be included to enhance learning.

The course may enable students to gain considerable knowledge of the wider professional groups including nurses, pharmacists and other allied health professionals.

The curriculum aligns with the University of Wolverhampton Learning and Teaching Strategy and Inclusive Framework: Curriculum Design and Delivery (see Inclusive Framework: principles and sub-principles (wlv.ac.uk)) in enabling students to achieve their full learning potential through being empowered and inspired. The registered curriculum is designed to be inclusive and flexible, to meet the needs of a diverse student multi-professional community. They will develop and enhance ongoing skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

Their learning and teaching will be supported by our virtual learning platform ‘Canvas’. Opportunities for studying with, and learning from, other health and care disciplines are provided, both in university and in the practice setting.

Service users and carers contribute to all aspects of the curriculum including the co-production of specific teaching sessions and contributing to your assessment in some modules and in practice. This approach is recognised for the enhancement it brings to your learning and for the contribution it makes to ensuring that we prepare future professionals who are fit for practice, demonstrating person-centred skills and able to act in the best interests of service users and their families.

In higher education, 'assessment' describes any process that appraises an individual's knowledge, understanding, abilities or skills. The ways in which you will be assessed at the University of Wolverhampton will:

• allow you to demonstrate that you have met the learning outcomes of your course and modules

• enable you to reflect on your performance, following timely, meaningful, and useful feedback

•encourage you to identify your strengths and weaknesses so that the level of achievement can be measured

and recorded.

In the final year of their Master's degree, and at the end of their Master's degree, they are expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

You will receive feedback on your progress throughout your course. Feedback on formative (developmental work) will be provided through peer review, verbal feedback on skills performance and group/individual presentations and, in some instances written feedback will be provided. Feedback on summative assessments will be provided in written form

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

The University Library is the key source of academic information for students. The Library provides access to a wide range of online information sources, including e-books, e-journals and subject databases as well as printed material. Study spaces are available in each of our libraries, including social, quiet and silent areas. In addition to our day to day 'on campus' support, please use our 24/7 online chat service Library Assist.

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help with topics such as academic writing and referencing. This support is available both on campus and online from Skills for Learning.

The University Student Support website offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

Personal Tutor

A 'Personal Tutor' will be allocated at the start of the course and will be available for personal advice both on-line and face-to-face to build and develop a relationship to help students work towards achieving the course learning outcomes. The personal tutor will meet with the student on a regular basis (at least three times per academic year) in order to offer support, identify if the student is making satisfactory progress and to offer support if they are at risk of withdrawal. The personal tutor will assist the student in their personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University.

Clinical Supervisor

An appropriate clinical supervisor will support and assess you in clinical practice during the course.

Module leaders

Module leaders are the first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with the student via phone, MS Teams or Skype. A list of module leaders is available in the course guide, along with their contact details.

Course leader

The course leader has overall responsibility for the course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

University Learning Centres are the key source of academic information for students providing access to:

- Physical library resources (books, journal, DVDs etc.)
- Study areas to allow students to study in the environment that suits them best: Social areas, quiet and silent areas.
- A wide range of online information sources, including eBooks, e-journals and subject databases
- Academic skills support via the Skills for Learning programme
- Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing.
- Dedicated Subject Pages to enable you to explore key online information sources that are recommended for their studies.
- Physical access to local libraries both in UK and overseas via SCONUL and WorldCat agreements

We also strongly advise you to download to "MyWLV" student app. MyWLV is a single point of personalised access to the variety of systems the University offers. This includes pulling through relevant information (e.g. deadlines, timetables) and linking to underlying systems.

Leave of Absence:

The University allows breaks in learning of up to two years and there is a process for applying for a leave of absence, which can be accessed through your e:Vision account. Initially you will need to apply for the leave of absence, which could be for medical, parental or personal reasons. A short-term absence, such as annual leave, must not be recorded as a break. The course leader will consider, and where appropriate agree, the leave of absence application. A return date will be identified and agreed for a suitable point in the programme. Additional course fees may be incurred as a result of a leave of absence and you are advised to discuss this with the Faculty Student Services team prior to application.

Employability in the Curriculum:

he students who are undertaking the 3-year, part-time MSc Advanced Clinical Practice (ACP) award are already employed in practice as they require the support of a clinical supervisor from their clinical area for the equivalent of one day per week. Students undertaking the MSc ACP Award are supported, supervised and assessed by the clinical supervisor against the four pillars of advanced practice: Clinical practice, leadership and management, education and research as defined by Health Education England (2017) in the Multi-Professional Framework for Advanced Clinical Practice. The students are 'Trainee Advanced Clinical Practitioners' and this should be evident in the employer's workforce development plan with an ACP role on successful completion of the course.

This course has been developed in conjunction with practice partners in order to reflect the increasing and rapidly changing complex environment in which health and care takes place. The educational philosophy of the course aims to develop and demonstrate the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development

Throughout the course students will have the opportunity to develop and demonstrate a number of key skills to enhance their current and future employability, some of these are listed below:

- Working effectively as part of a group and being involved in inter-professional working practices and educational opportunities.

- Demonstrate teamwork, leadership skills and be able to manage and resolve conflict.
- Be independent and self-directing in their own learning.
- Develop effective communication skills both written (via reports etc.) and oral (through formal presentations).
- Problem-solve and make sound judgements and complex decisions.
- Develop IT skills (which include use of virtual learning environments etc.)
- Time management and show the ability to be able to prioritise.
- Manage change and seek out innovative opportunities in order to enhance practice and service delivery.

These are reflected in the University's Graduate Attributes Framework (see Graduate Attributes Framework)