

Programme Specification

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[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	MSc Ymarfer Clinigol Uwch MSc Advanced Clinical Practice
1.4	Exit awards and titles	<ul style="list-style-type: none"> • Post Graduate Diploma Clinical Practice • Post Graduate Certificate Clinical Practice
1.5	Credit requirements	<ul style="list-style-type: none"> • Master of Science Advanced Clinical practice: 180 credits at level 7. For this award students must successfully complete 180 credits including a Dissertation of no more than 12,000 words (60 L7 credits) on a topic related to their area of advanced practice. • Postgraduate Diploma Clinical Practice: 120 credits at level 7. This is awarded when a student has successfully completed 120 credits in the taught element but does not wish to progress or is unable to progress to the dissertation stage. • Postgraduate Certificate Clinical Practice: 60 credits at level 7. This award can be gained after successful completion of 60 credits from the programme. It will not include credits that have been gained via RPL but will include credits gained via advanced standing.
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	36 Months Part Time (Maximum Length of Study 60 Months) T1 and T2 to be Full Time over one Calendar Year
1.9	Location of delivery	Plas Coch Campus/ Optic Centre St Asaph
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)

1.12	Subject area	Nursing
1.13	HECoS Code	100260 Healthcare Science
1.14	Suitable for applicants requiring a student visa?	No
1.15	Is DBS check required on entry?	<p>Yes. All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University.</p> <ul style="list-style-type: none"> • Enhanced Check for Child Workforce • Enhanced Check for adult workforce
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	<p>There are no PSRB requirements associated with this programme.</p> <p>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</p>
1.17	Welsh Medium Provision	<p>The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. There is a university-wide policy to support this.</p> <p>Welsh Language / Welsh landscape considerations: The Welsh Language standards, issued by the Welsh Language Commissioner (2019), will be carefully considered throughout the programme. Additionally, they will be approved by the University Welsh Language Champion to ensure equity throughout.</p> <ul style="list-style-type: none"> • Many of our students will be working in Wales, with support from practitioners from the Health Boards/Trusts, thereby benefitting from Welsh vocational opportunities. • We will ensure that Welsh speaking staff on the post-graduate team are available to act as personal tutors as requested. This enables us to support Welsh speaking students in their first language. • Teaching of simulation-based education may also, with notice, have a Welsh speaker available. The simulation uniforms clearly identify those instructors who are Welsh speakers.
1.18	External reference points	<p>QAA 2020 Master's Degree Characteristic Statements</p> <p>There are no nursing, pharmacy or allied health professional Subject Benchmark Statements relevant to these Masters levels programmes. Students have met Subject Benchmark</p>

		requirements on qualification/registration in their professional fields.
1.19	Derogation to Academic Regulations	<p>Separate derogations are in place within the non-medical prescribing module due to professional body requirements. Please access the relevant module specification.</p> <p>Across all modules within the MSc Advanced Clinical Practice programmes:</p> <ul style="list-style-type: none"> • Compensation is not permitted for any assessment therefore ALL elements of assessment within a module must be passed with a minimum mark 40%. • Any work submitted, however competent from an academic viewpoint which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a refer.
1.20	Foundation Year route	No
1.21	Placement / Work based learning	<p>Yes</p> <ul style="list-style-type: none"> • Clinical / Practice Placement – a placement in a clinical or practice setting, embedded within the programme, which must be completed for students to achieve the intended award.
1.22	Length and level of the placement	Placements are embedded within the Level 7 modules in Years 1 and 2, with placement hours varying by module and typically completed over the duration of each module (normally around 10 weeks). There are no placements in Year 3, when students are completing their dissertation
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme

The overall aim of the programme is to prepare these practitioners for their roles as Advanced Practitioners in their chosen field of practice. This is achieved within a curriculum that embeds the four Advanced Practice Pillars (clinical practice, research, education, and leadership and management) as core themes throughout the interdisciplinary programme.

The spiral curriculum aims to continuously build on core skills, moving the student from simpler to more abstract subjects and concepts, thus informing clinical decisions in increasingly complex practice situations. During the programme, practitioners move from novice advanced practitioners towards expert advanced practitioners (Benner, 1984), becoming confident, autonomous, and accountable decision-makers in line with the professional framework for Enhanced, Advanced and Consultant Clinical Practice (2023)

2.1 Aims of the programme

<https://heiw.nhs.wales/workforce/workforce-development/professional-framework-for-enhanced-advanced-and-consultant-clinical-practice/> and its four pillars of practice, which are visible in each module.

In the absence of professional regulation of advanced practice, it is important to provide a robust academic framework to support these students in the development of their advanced practice roles. The spiral curriculum is innovative because it attempts to describe the modular delivery of the programme as a more dynamic and continuously growing body of knowledge and skills. The pillars and principles that form the core of the Professional Framework are visible throughout the curriculum and will be revisited and tested in the context of the specific module assessments.

The only element of the programme that currently requires PSRB approval is the V300 Non-Medical and supplementary prescribing programme which is an optional module and has been approved separately.

2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
7	NHS7D6	Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 1	20	Core	Sem 1
7	NHS7D5	Advancing Leadership and Evidence Based Practice	20	Core	Sem 1
7	NHS6A6/ NHS7D1	Minor Injuries Assessment and Management	20	Option	Sem 2
7	NHS7D4	Negotiated Learning 1	20	Optional	Sem 2
7	NHS7D3	Complexities of Healthcare in Advanced Practice	20	Core	Sem 2
7	NHS7C1	Independent and supplementary prescribing for Nurses (V300)	40	Optional	Sem 2-3
7	NHS7D8	Independent Prescribing for Pharmacists	40	Optional	Sem 2-3
7	HLT704	Independent and Supplementary Prescribing for Allied Health Professionals at level 7	40	Optional	Sem 2-3
7	NHS736	Supplementary Prescribing for Allied Health Professionals	40	Optional	Sem 2-3
7	NHS7D2	Principles of Wound Care	20	Optional	Sem 2-3
7	NHS7D4	Negotiated Learning 1	20	Optional	Sem 2-3
7	NHS7E4	Negotiated Learning 2	20	Optional	Sem 2-3
7	NHS60JD /NHS7B6	Minor Illness Assessment and Management	20	Optional	Sem 3
7	NHS7D7	Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 2	20	Core	Sem 3

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	NHS7D6	Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 1	20	Core and SAM	Sem 1	1
7	NHS6A6 / NHS7D1	Minor Injuries Assessment and Management	20	Optional	Sem 2	1
7	NHS7D4	Negotiated Learning 1	20	Optional	Sem 2	1
7	NHS7E4	Negotiated Learning 2	20	Optional	Sem 2	1
7	NHS7C1	Independent and supplementary prescribing for Nurses (V300)	40	Optional	Sem 2-3	1
7	NHS7D8	Independent Prescribing for Pharmacists	40	Optional	Sem 2-3	1
7	HLT704	Independent and Supplementary Prescribing for Allied Health Professionals	40	Optional	Sem 2-3	1
7	NHS736	Supplementary Prescribing for Allied Health Professionals	40	Optional	Sem 2-3	1
7	NHS60JD/ NHS7B6	Minor Illness Assessment and Management	20	Optional	Sem 3	1
7	NHS7D4	Negotiated Learning 1	20	Optional	Sem 3	1
7	NHS7E4	Negotiated Learning 2	20	Optional	Sem 3	1
7	NHS7D5	Advancing Leadership and Evidence Based Practice.	20	Core	Sem 1	2
7	NHS7D3	Complexities of Healthcare in Advanced Practice	20	Core	Sem 2	2
7	NHS7D7	NHS7D7 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 2	20	Core	Sem 3	2
7	NHS7C4	Dissertation	60	Core	Sem 1	3

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Honours (L6) / DELETE FOR PGT	Optional Ref (PSRB standards)
1	Demonstrate a systematic understanding of biological, physiological, psychological, sociological and socio-political knowledge to justify and underpin advanced clinical practice. 1. In the biological sciences as it pertains to human physiology and pathophysiology in order to enable them to assess, diagnose and manage a range of conditions; 2.of theories drawn from the behavioural and social sciences that will enable them to understand and care effectively, ethically and sensitively with patients from diverse cultural and socio-economic backgrounds; 3.of theories pertaining to leadership and decision making in professional practice; 4.of the theory and practice of health promotion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Utilise a comprehensive knowledge and understanding of techniques applicable to research, of research planning, execution and reporting and advanced scholarship to investigate advanced clinical practice; demonstrating a critical awareness of current problems and/or new insights informed by the current evidence base, practice experience and scholarly enquiry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Synthesise and apply knowledge to solve complex practice problems and to form safe and effective solutions within an area of advanced clinical practice. Evaluate and critique methodologies, propose, develop and implement new areas of enquiry in an aspect of advanced clinical practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Evaluate and critique methodologies, propose, develop and implement new areas of enquiry in an aspect of advanced clinical practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

5	Deal with complex issues both systematically and creatively, make sound judgements, possibly in the absence of complete data, and communicate their conclusions clearly to professional and non- professional individuals/groups.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Demonstrate self-direction and originality in tackling and solving problems together with the ability to act autonomously in leading and managing care in their area of advanced practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Analyse critically the theoretical, research and practice underpinnings of advanced clinical practice as a means of developing their professional knowledge and understanding, and developing new skills to a high level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Demonstrate competence in the skills required to carry out a comprehensive clinical examination/assessment and carry out technical procedures required in the diagnosis or treatment of patients/clients within their field of practice where necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Demonstrate a high level of consultation and inter-personal communication skills, leading others in advancing an area of advanced clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Demonstrate the research skills to propose and execute a systematic process of enquiry into an area of advanced clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Exercise initiative and personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Make decisions in complex and unpredictable situations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Demonstrate independent learning ability required for continuing professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Communicate with others in a clear and articulate manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Exercise a reflexive capacity by the recognition of 'self' and 'others' in considering issues in Advanced Practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Demonstrate effective reflective practice skills within a professional /research setting.									
16	Demonstrate independent learning ability required for continuing professional development within the Advanced Practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Make decisions using available evidence and be able to provide a sound rationale for those decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

The learning and teaching strategy for the programme has been developed with relevant QAA subject benchmark statements, WGU's Strategy for Supporting Student Learning and Achievement (SSSLA), and the Active Learning Framework (ALF). The SSSLA sets out the intentions, ambitions, and implementation plan in relation to the University's approach to teaching, learning and the development of the academic portfolio.

The learning and teaching strategy will recognise, reward and further support the development of great teaching. The aim is to balance high challenge, with commensurate support for our students, providing a truly blended learning experience. The learning and teaching strategy aims to foster a student centred, creative approach, which will enhance the capabilities and employability of practitioners. As students taking this programme will be qualified and experienced, it is essential that the approach to learning and teaching used throughout reflects and builds upon students' prior learning and clinical experience. It will continue to build on knowledge gained by these practitioners and because of the strong practice element in the programme, they must be able to provide evidence of competence in practice at an advanced level, be able to teach others, offer leadership and contribute to the innovation and research agenda within the rapidly evolving healthcare context. (Coelho and Moles, 2016)

2.4 Learning and teaching strategy

2.5 Assessment strategy

Innovative Assessment

Over the course of the programme, students will develop comprehensive portfolios, which will comprise of reflections on practice and developments in competency. The four pillars of the Professional Framework for Enhanced, Advanced and Consultant Clinical Practice (2023) will support the student's demonstration of their advancing practice.

Formative Assessment

Formative feedback is provided on all modules through sampling the student's formative academic writing and through group feedback on progress. Students who are struggling to achieve academic level, particularly those lacking study skills will be referred to study skills tutors or the wider student support services. Where students are undertaking practice-based learning, portfolio development and OSCE practice assessment, DSMP's and Clinical mentors/ PA/PS will be expected to provide regular feedback on their student's progress and discuss with the Module Leader at the earliest opportunity, if a student is not making good progress. A tripartite action plan will be made between the DSMP/mentor/PA/PS, student and Module leader. Formative feedback dates are also applied to all practice assessments, to ensure that all students have maximum support and opportunity to meet the assessment criteria. Feedback is provided on draft work in the form of written or verbal commentary and this will normally be at least 3 weeks before submission. Work submitted for formative feedback in the week prior to the summative submission date will no longer be reviewed due to its probable near completeness.

Summative Assessment

The summative assessment strategy provides a variety of assessment methods to enable the demonstration of programme outcomes, including knowledge and understanding, intellectual and subject specific skills and transferable professional development. As identified in module specifications, assessment methods demonstrate achievement of module learning and outcomes commensurate with the award.

The assessment strategy is student centred, with assessments designed so that students can select, a relevant practice focus. Assessment has also been designed to ensure that students have a feasible but relevant workload, with connections drawn between theory and practice throughout each module. In order to ensure equity and fairness, all assessments, including observations of practice are criterion referenced. Students will be provided with their assessment brief at the beginning of the module, in order to give them the maximum time to complete the assessment task. Theoretical assignments and portfolios will be marked against level 7 assessment criteria. Feedback on summative work is provided through Moodle three weeks following the hand in date.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)		
3.1	Framework	
3.2	Board dates (progression)	Choose an item. Linked to Framework selection only complete if non-standard.
3.3	Cost centre	
3.4	Course type (HESA)	Choose an item.
3.5	Fee model	Choose an item. If other, please specify To include a rationale
3.6	In-year resits	
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Choose an item.
3.8	Progression points	
3.9	Semesters per intake	1
3.10	Semesters per progression point	Choose an item. If other, please specify
3.11	Start and end dates	Standard September
3.12	Student funding model	
3.13	Does the Suitability for Practice Procedure apply to the programme?	The Suitability for Practice Procedure will apply to the programme. This procedure applies to students enrolled on a programme of study who undertake placements or professional practice as part of their studies, and whose professional conduct and practice during the period of academic study is a key element of their satisfactory progress, toward an award and toward professional recognition. Many of the MSc Advanced Clinical Practice students are engaged within professional practice and are subject to PSRB requirements adhering to codes of conduct. Therefore, any student who falls below the standards of behaviour and practice expected of them may be referred to Suitability for Practice scrutiny.
3.14	Programme Leader	Gilly Scott
3.15	Date of Approval	Validation Event: 06 May 2021 / Academic Board 15 July 2021
3.16	Date and type of Revision	<ul style="list-style-type: none"> • August 2022 – From Sep 22 taught element to be delivered in full-time mode as well as current part time mode • September 2023 – AM0 admin updates to Sections 5 and 11 • December 2023 – New optional module NHS7E4 Negotiated Learning 2 from Dec 2023. • Updated module title for NHS7D4 from Negotiated Module to Negotiated Learning 1 from Sep 2024. • June 2024 – minor update to wording in RPL section, change PG Cert to an intended award, change delivery sequence of NHS7D3 to sem2 and NHS7D5 to sem1, change NHS60JD/NHS7B6 from Poster Presentation to Presentation for implementation from Sept 2024. • November 2024 – All non-medical prescribing modules added as additional options.

Section 3 – Programme set up (office use only)

		<ul style="list-style-type: none">• January 2025 – AM0 removal of restrictions re trailing modules in Section 15.• March 2025 – updated assessments for NHS7D8 from 25-26• January 2026 – AM0 amendment to programme delivery structure to offer NHS7E4 as optional module.
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