

### Merger with City, University of London

City, University of London and St George's, University of London have signed an agreement to merge. Subject to the necessary regulatory approvals, the merged institution will be called City St George's, University of London and will begin operating from 1 August 2024.

For students joining in 2024, there will be no change to the delivery, content and structure of the course. St George's will be going through the process to enable it to offer students the choice to still graduate with a St George's Hospital Medical School degree certificate or choose to graduate with a degree certificate from City St George's.

Further information, including frequently asked questions and contact details to submit further questions, are available on our website: <https://www.sgul.ac.uk/study/prospective-students/merger>



## Programme Specification

<b>A NATURE OF THE AWARD</b>		
1	Programme title	Advanced Clinical Practice (ACP)
2	Final award	MSc Advanced Clinical Practice
3	Intermediate awards	PG Dip Advanced Clinical Practice PG Cert Clinical Practice
4	Awarding institution/body	St George's Hospital Medical School, University of London
5	Teaching institution	St George's University of London
6	Programme accredited by	Not Applicable
7	UCAS/JACS code	Not Applicable
8	QAA benchmark statements	Not Applicable
9	Date specification produced	July 2023

<b>B FEATURES OF THE PROGRAMME</b>		
1	Mode of study	MSc part-time PG-Dip part-time PG-Cert part-time
2	Usual length of programme	MSc 3 years (maximum 5 years) PG Dip 2 years (maximum 4.5 years) PG Cert 1 year (maximum 3 years)

3	Other features of the programme	<p>Mapped to NHS England Multiprofessional Advanced Clinical Practice Standard.</p> <p>Mapped to NHS England First Contact Provider Practice (Paramedic) Standard</p> <p>Interprofessional</p> <p>One intake/registration point per annum.</p> <p>MSc: One general pathway and three specified sub-pathways: Musculoskeletal, Urgent and Emergency Care, Critical Care</p> <p>PG Cert: One general pathway and three specified sub-pathways: FCP (Paramedic), FCP (Musculoskeletal), Critical Care</p>
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<b>C</b>	<b>EDUCATIONAL AIMS OF THE PROGRAMME</b>
<p>The overall aims of the programme are to:</p> <ul style="list-style-type: none"> <li>• Provide a contemporary postgraduate clinical academic pathway at level 7 leading to a PG Dip/MSc ACP that meets all requirements set out within the Multi-Professional Framework for Advanced Clinical Practice in England (2017)</li> <li>• Enable experienced, registered health professionals to develop their clinical practice competencies, enabling greater autonomy within their discipline and scope of practice, and opportunities for clinical leadership.</li> <li>• Enhance independent critical thinking and flexibility to work within multi-professional person-centred health and care environments and to develop the knowledge and skills for clinical education and research</li> <li>• Ensure ACP Programme students and apprentices who successfully complete all components of their programme will meet the expectations set out for recognition of their ACP qualification by the HEE Academy of Advancing Practice</li> </ul>	

<b>D</b>	<b>LEARNING OUTCOMES OF THE MSc ACP</b>
<p>Learners completing a full MSc award will be able to demonstrate their readiness for the ACP role through:</p> <ul style="list-style-type: none"> <li>• A critical understanding of the dynamic and complex health and care environment, their role within it and within multi-professional teams; demonstrating the ability to work autonomously and lead others, and provide personalised care to all service users</li> <li>• Adaptability to changing service demands, complex problem-solving and self-management of life-long learning; including the ability to develop and evaluate service improvements, generate new knowledge and ways of working</li> </ul>	

	<ul style="list-style-type: none"> <li>• Mastery of knowledge, clinical skills and clinical reasoning, contextualised to the learner’s professional discipline, and application of these to a defined area of health and/or care provision</li> <li>• Competency to manage complex clinical assessment and reasoning, differential diagnosis and decision making, with contemporary interventions, treatment and care planning/management, and onward referral as appropriate to the student’s professional discipline and within the context of their scope of practice and multi-professional team working</li> <li>• Articulate ethical awareness within clinical decision making for individuals, working in partnership with them, clearly and appropriately identifying risk to these individuals, and advocating for individuals within multi-professional team discussions</li> <li>• Demonstrate a high level of capability in managing the learning needs of others, demonstrating insight into the value of reflection, role modelling excellence to inspire others, and self-management of experiential learning</li> <li>• Show clear leadership of situations, teams and/or services, with the aim to improve the quality and effectiveness of care while managing efficiency; such as within service or practice innovation</li> <li>• Demonstrate a comprehensive understanding and application of research methods, showing originality of thinking in planning service improvement, and the ability to synthesise and integrate diverse and contradictory contemporary sources, evidence and concepts</li> <li>• Show a well-developed sense of clinical confidence; able to raise and escalate concerns appropriately, articulate differences of opinion, and use evidence to challenge unsafe or out of date practice</li> <li>• Develop and implement robust clinical governance leadership; including systematic documentation processes, and the ability to disseminate new ways of working with reference to the associated evidence</li> <li>• Demonstrate the ability to identify the need for change at a service level and design an improvement plan to address the need</li> <li>• Facilitate the implementation of the early phases of a service improvement project, identifying process and gatekeepers to improve clinical practice</li> </ul>
<b>E</b>	<b>LEARNING OUTCOMES OF THE PG Dip ACP</b>
	<p>Learners completing a PG Diploma award for the ACP role will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• A critical understanding of the dynamic and complex health and care environment, their role within it and within multi-professional teams; demonstrating the ability to work autonomously and lead others, and provide personalised care to all service users</li> <li>• Adaptability to changing service demands, complex problem-solving and self-management of life-long learning; including the ability to assimilate new knowledge into ways of working</li> </ul>

- Mastery of knowledge, clinical skills and clinical reasoning, contextualised to the learner’s professional discipline, and application of these to a defined area of health and/or care provision
- Competency to manage complex clinical assessment and reasoning, differential diagnosis and decision making, with contemporary interventions, treatment and care planning/management, and onward referral as appropriate to the learner’s professional discipline and within the context of their scope of practice and multi-professional team working
- Articulate ethical awareness within clinical decision making for individuals, working in partnership with them, clearly and appropriately identifying risk to these individuals, and advocating for individuals within multi-professional team discussions
- Demonstrate a high level of capability in managing the learning needs of others, demonstrating insight into the value of reflection, role modelling excellence to inspire others, and self-management of experiential learning
- Show clear leadership of situations, teams and/or services, with the aim to improve the quality and effectiveness of care while managing efficiency
- Demonstrate an understanding and application of research methods and the ability to synthesise and integrate diverse and contradictory contemporary sources, evidence and concepts into clinical practice
- Show a well-developed sense of clinical confidence; able to raise and escalate concerns appropriately, articulate differences of opinion, and use evidence to challenge unsafe or out of date practice
- Develop and implement robust clinical governance leadership; including systematic documentation processes, and the ability to disseminate new ways of working with reference to the associated evidence

F | LEARNING OUTCOMES OF THE PG-Cert Clinical Practice

- A critical understanding of the dynamic and complex health and care environment, their role within it and within multi-professional teams; demonstrating the ability to work autonomously and lead others, and provide personalised care to all service users
- Adaptability to changing service demands, complex problem-solving and self-management of life-long learning; including the ability to assimilate new knowledge into ways of working
- Mastery of knowledge, clinical skills and clinical reasoning, contextualised to the learner’s professional discipline, and application of these to a defined area of health and/or care provision
- Competency to manage complex clinical assessment and reasoning, differential diagnosis and decision making, with contemporary interventions, treatment and care planning/management, and onward referral as appropriate to the learner’s professional discipline and within the context of their scope of practice and multi-professional team working

- Articulate ethical awareness within clinical decision making for individuals, working in partnership with them, clearly and appropriately identifying risk to these individuals, and advocating for individuals within multi-professional team discussions
- Demonstrate a high level of capability in managing the learning needs of others, demonstrating insight into the value of reflection, role modelling excellence to inspire others, and self-management of experiential learning
- Depending on module selection, show clear leadership of situations, teams and/or services, with the aim to improve the quality and effectiveness of care while managing efficiency
- Show a well-developed sense of clinical confidence; able to raise and escalate concerns appropriately, articulate differences of opinion, and use evidence to challenge unsafe or out of date practice

<b>G</b>	<b>Programme structure and features</b>
	<p>The programme follows the QAA's Qualifications Framework for England, Wales and Northern Ireland. The full MSc ACP is normally taken over 36 months part-time (maximum 60 months). The programme can be taken as a PG Diploma ACP interim award over a minimum of 18 months years part-time (maximum 54 months) or a PG-Cert Clinical Practice over a minimum of 12 months part time (maximum 24 months).</p> <p>The part-time MSc ACP follows a modular structure, which is delivered as a day release programme in each academic year.</p> <p>The programme offers a choice of sub-pathways: one general pathway (MSc Advanced Clinical Practice) and three sub-pathways (Musculoskeletal, Critical Care, and Urgent and Emergency Care). All include common core modules mapped to the four advanced clinical practice pillars of clinical, research, leadership/management, and education. The pathways/sub-pathways offered to learners commencing in the 2024/2025 academic year are:</p> <ul style="list-style-type: none"> <li>• PGDip. Advanced Clinical Practice</li> <li>• PGDip. Advanced Clinical Practice (Musculoskeletal)</li> <li>• PGDip. Advanced Clinical Practice (Urgent and Emergency Care)</li> <li>• MSc Advanced Clinical Practice</li> <li>• MSc Advanced Clinical Practice (Musculoskeletal)</li> <li>• MSc Advanced Clinical Practice (Urgent and Emergency Care)</li> <li>• MSc Advanced Clinical Practice (Critical Care)</li> <li>• PG Cert Clinical Practice</li> <li>• PG Cert Clinical Practice (First Contact Provider Paramedic)</li> <li>• PG Cert Clinical Practice (First Contact Provider Musculoskeletal)</li> <li>• PG Cert Clinical Practice (Critical Care)</li> <li>•</li> </ul> <p><b>Entry points</b></p> <p>Applicants may register for a full or interim award in September (all part-time modes)</p> <p><b><u>MSc ACP</u></b></p> <p>For the MSc ACP, learners will aim to study 60 credits within each of the three academic years for a total of 180 credits. Of these 180 credits, 105 credits are core, compulsory modules. The remaining 75 credits will vary depending on pathway, as described below. The order modules are taken will depend on pathway, which is outlined below.</p>

### **MSc ACP Core modules:**

- Advanced Clinical Education & Supervision (EDU701): 15 credits
- Advanced Clinical Reasoning in Health Assessment: Lifespan Perspective (ACRiHA) (AHP702): 30 credits
- Evidence Based Quality Improvement Project (RES701): 30 credits
- Leadership in Advanced Clinical Practice (MAN701): 15 credits
- Implementation & Improvement Sciences (MCP7103X): 15 credits

### **MSc ACP Urgent and Emergency Care (UEC) Pathway**

For the MSc ACP UEC pathway, students must take the above core modules (105 credits), plus the following modules (75 credits):

- Advanced Practice: Management of Minor Illness (HP7003X): 15 credits
- Advanced Practice: Management of Minor Injuries (HP7004X): 15 credits
- Advanced Practice in Urgent & Emergency Care (PAR702): 15 credits
- Drugs and Patient Group Directions (PHA702): 15 credits **OR**
- Independent & Supplementary Prescribing (AHP703): 30 credits

### **MSc ACP Critical Care Pathway**

For the MSc ACP MSK pathway, students must take the above core modules (105 credits), plus the following modules (60 credits). The remaining 15 credits are chosen by the student out of the optional modules.

- Cardio-neuro care in pre-hospital critical care (PS704X): 15 credits
- Principles of Critical Care (PS705Y): 30 credits
- Trauma Care (HP7021X): 15 credits

### **MSc ACP Musculoskeletal (MSK) Pathway**

For the MSc ACP MSK pathway, students must take the above core modules (105 credits), plus the following modules (15 credits). The remaining 60 credits are chosen by the student out of the optional modules.

- Advanced MSK Practice (PTY701): 15 credits

### **PG-Dip ACP**

For the PG-Dip ACP, learners will aim to study 60 credits within each of the two academic years for a total of 120 credits. Of these 120 credits, 75 credits are core, compulsory modules. The remaining 45 credits will vary depending on pathway, as described below. The order modules are taken will depend on pathway, which is outlined below.

### **PG-Dip ACP Core Modules**

- Advanced Clinical Education & Supervision (EDU701): 15 credits
- Advanced Clinical Reasoning in Health Assessment: Lifespan Perspective (ACRiHA) (AHP702): 30 credits
- Leadership in Advanced Clinical Practice (MAN701): 15 credits
- Implementation & Improvement Sciences (MCP7103X): 15 credits

### **PG-Dip ACP Urgent and Emergency Care (UEC) Pathway**

For the PG-Dip ACP UEC pathway, students must take the above core modules (75 credits), plus the following modules (45 credits):

- Advanced Practice: Management of Minor Illness (HP7003X): 15 credits
- Advanced Practice: Management of Minor Injuries (HP7004X): 15 credits
- Advanced Practice in Urgent & Emergency Care (PAR702): 15 credits

### **PG-Dip ACP MSK pathway**

For the PG-Dip ACP MSK pathway, students must take the above core modules (75 credits), plus the following module (15 credits). The remaining 30 credits are chosen by the student out of the optional modules.

- Advanced MSK Practice (PTY701): 15 credits

### **PG-Cert Clinical Practice**

For the PG-Cert clinical practice, learners will aim to study 60 credits within one academic year for a total of 60 credits. The module choice will vary among student and among pathway.

### **PG-Cert Clinical Practice (First Contact Provider Paramedics)**

- Advanced Clinical Reasoning in Health Assessment: Lifespan Perspective (ACRiHA) (AHP702): 30 credits
- Advanced Practice: Management of Minor Illness (HP7003X): 15 credits



- Portfolio of Professional Practice Module (AHP704): 15 credits

### **PG-Cert Clinical Practice (First Contact Provider Musculoskeletal)**

- Advanced Clinical Reasoning in Health Assessment: Lifespan Perspective (ACRiHA) (AHP702): 30 credits
- Advanced MSK Practice (PTY701): 15 credits
- Portfolio of Professional Practice Module (AHP704): 15 credits

### **PG-Cert Clinical Practice (Critical Care)**

- Principles of Critical Care (PS705Y): 30 credits
- Optional Modules: 30 credits

### **Optional Modules**

The following optional modules delivered by the MSc ACP programme are available for students:

- Advanced Practice: Management of Minor Injuries (HP7004X): 15 credits
- Advanced Practice: Management of Minor Illness (HP7003X): 15 credits
- Applying pain principles in practice (PTY704): 15 credits
- Cardio-neuro care in pre-hospital critical care (PS704Y): 15 credits
- Drugs and Patient Group Directions (PHA702): 15 credits
- Independent and supplementary prescribing (HCPC registrants) (AHP703): 30 credits
- Independent and supplementary prescribing (V300 for nurses and midwives) (AHP701): 30 credits
- Introduction to Medical Imaging (DRA701): 15 credits
- Palliative Care (C)D710: 15 credits
- Patient Safety (MAN702): 15 credits
- Portfolio of Professional Practice Module (AHP704): 15 credits
- Psychology for behaviour change (PPN701): 15 credits
- Remote Consultation (CMD709): 15 credits
- Soft Tissue and Joint Injection Therapies (CMD708): 15 credits

- Transition to Advanced Practice (PS700X): 15 credits
- Trauma Care (HP7021X): 15 credits
- Work Based Learning (HP7023X): 15 credits
- Work Based Learning (HP7023Y): 30 credits

The following optional modules delivered by the Short Courses / Extracurricular Modules programmes are available to students within the MSc ACP programme:

- Interprofessional diabetes course for healthcare professionals (END701): 15 credits

### **Module Order**

The order in which students take their modules will depend on pathway chosen and if they are taking prescribing with their MSc. An example of the module outline for each pathway attached in a separate Excel Document titled "Pathways."

- **Recognition of Prior Learning**

Applicants may offer prior certificated learning in the form of free-standing credit or interim postgraduate awards up to the credit values specified below:

- 120 credits of the 180 credits required for the MSc (of which 30 may be at level 6);
- 75 credits of the 120 credits required for the Postgraduate Diploma (of which 30 may be at level 6);
- 30 credits of the 60 credits required for the Postgraduate Certificate (of which 15 may be at level 6).

Applicants holding a relevant PG Cert (60 credits) will aim to complete their MSc ACP in two years. Applicants holding a relevant PG Dip (120 credits) will aim to complete their MSc ACP in one year.

Recognition of prior experiential learning will be allowed up to a maximum of 15 credits and would normally be evidenced through a portfolio of work-based learning.

<b>H</b>	<b>General teaching and learning strategies</b>
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Module delivery is designed to meet the needs of those students who are in employment. They seek to exploit and optimise learning opportunities by enabling interaction of theory and practice through face-to-face activities, online learning activities and blending face-to-face activities with technology enhanced learning (TEL) where possible. The programme also seeks to build a strong and supportive cohort of students through an environment within which students can safely explore the challenges and potential for developing effective mechanisms for professional working. Students will be further supported by means of academic practice skills, tutorials, personal tutors, academic and research supervisors.

A wide variety of learning and teaching approaches will be used in order to support different learning styles, including:

- Blended learning, discussion boards, interactive web pages, electronic resources and databases.
- The use of a portfolio, inclusive of personal learning contracts and action plans, as a tool for the promotion of individual learning and assessment.
- Independent work, enabling students to undertake in-depth projects in an area relevant to their development of advanced clinical practice. Project work is supported through the use of small interactive tutorials and one-to-one support.
- Self-directed activities and tasks, independent presentations and student-led seminars which encourage development of self-responsibility for own learning.
- Presentations of original work, interactive discussions and debates will be used to foster the skills of critical enquiry, synthesis and dissemination of key concepts.
- Case study analyses of situations encountered in professional practice will offer opportunity to explore and debate professional values and ethical dilemmas through which reflection, analytical skills and synthesis will be developed.

**The Student Journey**

The typical student enrolling on the MSc ACP is described below. However, we recognise that most applicants come from a wide variety of backgrounds and the following illustration is given as a typical example:

- **Enrolment and module selection:** the applicant works with their employer to identify their support needs and required modules. This is then negotiated with the course team to evaluate appropriateness. Advanced standing of previous education is considered at this stage
- **Year one:** 60 credits part time, with a focus on Clinical Reasoning and 30 credits that address specific clinical interests. This forms the foundation for study and allows for changes to clinical practice where appropriate.
- **Year two:** 60 credits part time
- **Year three:** 60 credits part time

<b>J</b>	<b>Assessment</b>
<p>Assessment methods are an integrated part of the overall learning and teaching experience for the student and promote the advancement of independent learning ability required for continual professional development. The assessment strategy reflects the need for students to be able to deal with complex issues systematically and creatively; demonstrate self-direction and originality in problem solving; communicate conclusions clearly to a specialist and non-specialist audience and advance their knowledge and understanding to a high level.</p> <p>The majority of achievement will be assessed using course work assignments which enable students to apply theory to individual practice settings and which use, where possible, methods which reflect activities which students are likely to undertake in their practice environments. Where relevant to the module outcomes, clinically based assessments have been included to demonstrate advanced level application of knowledge and skill within the student's own professional practice environment.</p> <p>Normally, modules will have no more than two assessments. The contribution of each element (weighting) to the overall mark is indicated in the module outline. Practice-based assessments and simulations will normally be recorded as pass/fail, but students will be required to gain a pass in such assessments in order to pass the module. Each assessment will have specific assessment criteria which will be published in the module handbook and will be marked using grade criteria derived from the SEEC level descriptors (SEEC, 2010). All modules will offer formative assessments.</p> <p>A range of assessment methods will be utilised including:</p> <ul style="list-style-type: none"> <li>• reflection and critical analysis of achievement</li> <li>• case studies, essays, literature reviews and reports</li> <li>• exams</li> <li>• practice based assessments and simulations</li> <li>• oral presentations</li> <li>• project proposal and project</li> <li>• portfolio</li> <li>• work-based learning achieved through learning contracts.</li> </ul>	

<b>K</b>	<b>Support for students and their learning</b>
<p>The Main ACP canvas page contains information about all the services offered to support the student through the duration of the course including academic supervision, administrative support services, learning resources (both electronic and otherwise), dyslexia support and counselling services, programme regulations and policies.</p>	

<b>K</b>	<b>Support for students and their learning</b>
<p>Students will receive an induction which will introduce them to the course, and the learning, teaching and assessment methods. This will include study skills support and using databases. This will be expanded by academic practice sessions and a self-directed academic practice study guide.</p> <p>Academic and pastoral support will be provided through the pathway leaders, module leaders, and personal tutors. Every student enrolled for an ACP award will have access to academic guidance and pastoral support from their pathway leader plus a personal tutor. Academic supervision of module assignments will be overseen by the relevant module leader.</p> <p>The programme has a named administrator.</p> <p><b>Library and Computing Facilities</b></p> <p>Students registered on the programme are entitled to full use of the Library and Computing resources of SGUL. To support part-time students the Libraries have long opening hours including evenings and Saturdays (SGUL). Resources include:</p> <ul style="list-style-type: none"> <li>• books, journals, statistics, audio-visual materials;</li> <li>• electronic resources (including access to the internet (and SGUL intranet), word processing, email, and databases);</li> <li>• information skills training;</li> <li>• inter-library loans;</li> <li>• photocopying and printing facilities;</li> <li>• professionally staffed enquiry desk.</li> </ul> <p><b>Counselling Services</b></p> <p>A specialised, confidential service is provided by qualified counsellors who have extensive experience of working with a wide range of problems. The service is separate from the teaching and assessment processes and is available to all studying at SGUL. It provides space to talk about emotional or practical difficulties such as:</p> <ul style="list-style-type: none"> <li>• work-related concerns, exam anxiety, study difficulties, stress management;</li> <li>• emotional issues;</li> <li>• loneliness, isolation, loss of confidence;</li> <li>• personal direction, doubts and career choices;</li> <li>• practical or welfare issues including finance.</li> </ul>	

<b>L</b>	<b>Criteria for admissions</b>
<p><u>Standard programme entry requirements for PG-Dip and MSc Advanced Clinical Practice:</u></p> <p>Applicants will be required to meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• Hold a recognised health-related professional qualification and current professional registration.</li> <li>• Have a minimum of two years' full-time clinical experience (or the equivalent in part-time hours) in health or social care employment in a relevant clinical service area to ACP or the specified sub-pathway they wish to follow; Module specific requirements and entry criteria will apply to some modules, and these will be indicated in the module outlines.</li> <li>• Must be employed in a senior clinical role (normally Agenda for Change Band 6 or 7) for the MSc ACP programme.</li> <li>• Demonstrate they are working in a practice setting which enables the achievement of the advanced clinical practice outcomes relating to the National HEE multiprofessional ACP Standards or ACP Apprenticeship Standards</li> <li>• Have evidence of employer support for practitioner development to the level of ACP</li> <li>• Hold an Honours degree (2:ii) or above from a UK or Republic of Ireland university. An Honours degree equivalent to a (2:ii) or above from an approved institution of higher education outside the UK and Republic of Ireland will be accepted. Advice on equivalent status of overseas awards will be obtained from the National Recognition and Information Centre for the UK (NARIC).</li> </ul> <p><u>Standard programme entry requirements for PG-Cert Clinical Practice:</u></p> <ul style="list-style-type: none"> <li>• Hold a recognised health-related professional qualification and current professional registration.</li> <li>• Have a minimum of one year full-time clinical experience (or the equivalent in part-time hours) in health or social care employment in a relevant clinical service area</li> <li>• Hold an Honours degree (2:ii) or above from a UK or Republic of Ireland university. An Honours degree equivalent to a (2:ii) or above from an approved institution of higher education outside the UK and Republic of Ireland will be accepted. Advice on equivalent status of overseas awards will be obtained from the National Recognition and Information Centre for the UK (NARIC).</li> </ul> <p><u>Non-standard applications</u></p>	

Applicants will normally hold a recognised healthcare/ health-related professional qualification and current professional registration;  
Applications will be considered from non-standard applicants who can demonstrate the following certificated learning:

DipHE from a UK or ROI university or equivalent qualification from an approved institution of HE outside the UK and ROI **and** one of the following completed within the last five years:

- successful completion of a healthcare/ health-related standalone module at level M **or**
- a minimum of 30 credits from healthcare/ health-related standalone modules at level 6, at or above grade B (60%).

Proficiency in English language

Evidence of English language testing will be required from all applicants for whom English is not their first language and who have not previously undertaken studies in English. The required level of proficiency will be a minimum overall International English Language Testing System (IELTS) score (or equivalent) of 6.5, with no section achieving less than 6.0. Evidence of proficiency must be dated within the last two years. Applicants who have taken the examination more than twice in one year will not be considered.

Sponsored applicants will be required to confirm funding arrangements and demonstrate support from their manager. Applicants will be required to identify an appropriately qualified, named practice-based supervisor or mentor appropriate to their route of study and module choice.

<b>M</b>	<b>Career opportunities</b>
<p>The programme is aimed at qualified health or social care practitioners who have employer support to develop as an advanced clinical practitioner. All routes within the programme promote personal and professional development and will, therefore, contribute to career advancement within the relevant health and social care sector. The Advanced Clinical Practice pathway will provide practitioner/learners with the opportunity to articulate and evidence their own scope of practice, and to work towards the Health Education England Framework for Advanced Clinical Practitioner (HEE, 2017).</p>	

<b>N</b>	<b>Methods for evaluating and improving the quality and standards of teaching and learning</b>
<p>Learner evaluation and feedback is central to the evaluation and improvement of quality and standards of teaching. Learner evaluation and feedback is collected via</p>	

<b>N</b>	<b>Methods for evaluating and improving the quality and standards of teaching and learning</b>
<p>a number of different methods. The principal approach used is the collection of evaluation data from each student the end of the module using an online survey. Module evaluations are presented as a standing agenda item at each Course Committee meeting where areas of good practice are disseminated and issues requiring action points agreed, with timescales and the allocation of responsibilities for actions. Progress on action points are followed up at subsequent Course Committee meetings. Module evaluations are combined to give an annual, overall programme evaluation which is used to inform the annual monitoring report. Other types of informal evaluation may be used at the discretion of the module leader, to assist with specific aspects of module design or development. These may include evaluation of individual sessions particularly where these are led by outside speakers.</p> <p>Learner representatives are members of the Course Committee. Their role is to convey a student perspective and feedback on the learning and teaching experience and general programme management issues. Learners may also feedback their comments on the programme to pathway leaders and module leaders, or directly to the Course Director.</p> <p>All staff are expected to hold a recognised teaching qualification (NMC stage 4) or equivalent. New staff without a formal teaching qualification are supported to undertake this. Peer review of classroom and online teaching is undertaken by staff as part of the annual appraisal system.</p>	

<b>O</b>	<b>Regulation of assessment</b>
<p>The MSc Advanced Clinical Practice is compliant with the St George's University of London General Regulations for Students and Programmes of Study. A number of processes are in place to ensure regulation of assessment including:</p> <ul style="list-style-type: none"> <li>• A Scheme of Assessment which sets out the assessment regulations for the modules, the criteria for determining a final award, and assessment reporting procedures;</li> <li>• External examiners, appointed according to SGUL regulations, who examine and evaluate the assessment processes;</li> <li>• External examiners' annual reports which are considered fully in the Annual Monitoring Report and recommendations made, as appropriate, to the Course Committee;</li> <li>• Module specific assessment criteria, published in the module handbooks in advance of the module starting.</li> </ul>	



<b>P</b>	<b>Indicators of quality and standards</b>
	<ul style="list-style-type: none"><li>• Annual Monitoring Report</li><li>• Student evaluations</li><li>• Student feedback to the Course Committee meetings held once per term</li><li>• External Examiners' annual reports considered at the Course Committee together with the responses made by the academic team to the recommendations. External Examiners' annual reports are also reported to SGUL Academic Quality Committee</li><li>• QAA, Ofsted and professional body reports/reviews and validation of modules to meet regulatory requirements (such as with Non-Medical Prescribing)</li></ul>