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## XKXY803 MSc Advanced Clinical Practice

### Presentation pattern

This programme consists of the following modules:

- XKXY803 Non-medical independent and supplementary prescribing (60 credits)
- XKXY804 Developing Advanced Clinical Practice (60 credits)
- XKXY806 Advancing Professional Practice (40 credits)
- XKXY807 Advanced Clinical Practice – End Point Assessment (20 credits)

### Programme description

This online, practice-based programme is designed for experienced, registered health and care practitioners who are working towards a role of advanced clinical practice, which is characterised by a high degree of autonomy and complex decision making. Apprentices will take a minimum of 29 months to complete

In this programme apprentices develop their Knowledge, Skills and Behaviours as set out in the apprenticeship standard for Advanced Clinical Practice (ACP) and then these are collated to reflect the four pillars of ACP – Clinical, Education, Research and Leadership abilities. They do this by enhancing their clinical skills through the analysis and synthesis of complex problems across a range of settings. Throughout the programme they have to demonstrate that they are encompassing the four pillars of advanced clinical practice by achieving core capabilities and area specific clinical competence. Throughout the programme apprentices are required to apply their learning to practice, where their competence will be assessed by their workplace supervisor.

Practice Tutors will support apprentices across all modules of the programme.

The practice tutor is managed by and reports to the Staff Tutor, who is the first point of contact for dealing with any matter related to practice based learning. The Practice Tutor is managed and reports to a Staff Tutor in the Faculty of Wellbeing, Education and Language Studies, who is their first point of contact for dealing with any matter related to practice based learning.

## The Practice Tutor job description

- Contributing to the effective induction of individual students to the qualification and to the modules at each level, in collaboration with OU colleagues
- Contributing to the quality assurance of practice-based learning environments, monitor and undertaking audit of practice learning environments as appropriate
- Lead and actively participate in the tripartite meetings. The initial face to face meeting with each apprentice, plus their mentor and manager will agree:
- participate in appropriately timed online progress reviews with the apprentice and their manager/supervisor discussing:
  - parameters of each other's role and responsibilities
  - establish learning goals for the apprentice
  - suitable practice learning opportunities
  - the students' current practice with respect to the assessment requirements
  - methods of communication
- the apprentice's progress towards each learning outcome
- the practice-learning opportunities accessed
- any issues impacting on the apprentice's performance, including an action plan
- arrangements for next meeting
- support the apprentices' use of the e-portfolio to provide evidence of their application of learning as required by the advanced clinical practitioner degree apprenticeship standards.
- support apprentices in interpreting academic feedback in the context of their apprenticeship
- take action as necessary (in association with other relevant staff) if a apprentice is at risk of failing/making unsatisfactory progress; evaluating the need for additional support and ensuring that it is provided; liaising with the module tutor, staff tutor and apprenticeship programme delivery manager as required.
- maintain satisfactory records for each apprentice
- provide appropriate support for apprentices with additional requirements in the context of the reasonable adjustments the University makes to support such apprentices
- be the apprentice's point of contact for queries about the programme referring as necessary to e.g., the SST, APDM, Staff Tutor
- monitor the progress (on the qualification) of a group of apprentices
- promote, establish, and maintain links between the programme and employers
- engage in relevant professional development activities including biennial CDSA
- maintain familiarity with the OU people and processes involved in the delivery of the degree