

# Advanced Clinical Practitioner Degree Apprenticeship

**January  
2027**



# UK Top 30

The Complete University Guide 2025: 21st

The Mail University Guide 2025: =29th

## World Class Research and Sustainability

Times Higher REF2021 Analysis: UK Top 20 for  
research quality and 13th in the UK for quality of  
research outputs.

QS World University Rankings for Sustainability 2024:  
=14th for Health and Wellbeing



Teaching Excellence  
Framework Silver Award



Ofsted Good Provider -  
January 2024

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A Centre for Advancing Practice  
accredited course

# Introduction

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Course Director



The School of Health Sciences at the University of East Anglia (UEA) is delighted to offer the MSc Advanced Clinical Practitioner (ACP) Degree Apprenticeship to UK-based registered healthcare professionals looking to advance their practice and obtain a masters-level academic qualification in advanced clinical practice. We pride ourselves on our multi-professional ethos and welcome applicants from all healthcare disciplines including nurses, midwives, pharmacists, paramedics and allied health professionals, with opportunities to study through a blended approach that combines face-to-face, campus-based learning with online study.

The programme is accredited by the NHS England Centre for Advancing Practice, reflecting national and international benchmarks for advanced level professional practice for the healthcare workforce, while supporting you to build a personalised qualification around your own advancing professional practice role. A wide range of optional modules allow you to tailor the programme to the context of your own professional practice, enabling you to achieve optimal professional development.

On successful completion of the programme, you will be eligible to register as an Advanced Practitioner with NHS England as long as you can demonstrate that you are working in an appropriate role.

As the programme is aligned to The Centre for Advancing Practice Multi-Professional Framework for Advanced Practice in England (NHS England, 2025), the four pillars of advanced practice (clinical, research, education and management/ leadership) are embedded in each module in the programme portfolio, particularly in the core modules, to ensure that you explicitly advance in all four pillars over the course of the MSc programme.

As a team, we look forward to welcoming you onto the programme and to supporting you to achieve this important milestone in your professional and career development.

# Key Attributes of the Programme

## Why choose UEA?

The MSc Advanced Clinical Practitioner Degree Apprenticeship (ACPDA) at UEA is designed to provide a flexible, career-enhancing, and practice-embedded learning experience, supporting the development of the capabilities needed to advance your professional role while maintaining your clinical commitments.

## Personalised Learning Pathway

Unlike many other Advanced Practice programmes, UEA offers an unparalleled level of flexibility in shaping your own learning journey. With an extensive selection of optional modules, you can:

- Complete most of your studies online, only having to come to the UEA campus for a few days throughout the whole course of your studies
- Specialise in a specific clinical area or practice (e.g. older people, mental health, pre-hospital medicine) or expand your general level of practice more broadly.
- Broaden your expertise across all four pillars of advanced practice:
- Use our Recognition of Prior Learning (RPL) process to import up to 60 credits from previous recent and relevant postgraduate study or professional experience against optional modules, significantly reducing your study load while still achieving your Master's qualification.

## **Flexible Study Options**

Our fully online and blended learning study options provide you with the ability to:

- Study while working – fit your education around your professional and personal commitments.
- Learn from anywhere – access high-quality teaching and resources remotely, removing geographical barriers to career progression.
- Flexible learning formats – majority of modules are fully online, while others include face-to-face components, offering a balance of independent study and interactive learning.

## **Multi-Professional Community of Practice**

At UEA, you will not study in isolation – you will be part of a thriving learning community of Advanced Practitioners from a variety of healthcare backgrounds. We foster a strong sense of belonging through collaborative learning, ensuring you feel connected and supported throughout your studies.

Through interactive learning, discussion forums, and live group sessions, you will:

- Engage with a diverse range of perspectives from professionals across healthcare disciplines, including nursing, midwifery, pharmacy, paramedicine, and allied health professions.
- Develop peer networks that extend beyond your studies, supporting your professional development and career growth.
- Learn within a collaborative environment, sharing experiences with clinicians, educators, and researchers while exploring multiple clinical, research, and service user perspectives.

This multi-professional approach enhances your interdisciplinary skills, helping you work more effectively across teams and settings in modern healthcare.

### **Career-Enhancing and Leadership Focused**

Our graduates move into leadership, specialist, and advanced practice roles across the NHS and private sector. With a strong emphasis on professional development, this programme equips you to:

- Advance into senior clinical or academic roles.
- Meet NHS credentialing and workforce transformation needs.
- Enhance employability and earning potential in competitive healthcare settings.



### **Dedicated Learner Support Services**

At UEA, we are committed to supporting your success. Our learners benefit from:

- Dedicated advisers.
- Comprehensive wellbeing and study support services.
- Specialist guidance for those returning to education after time in practice.

# Programme Pathway: Your Route to Advanced Practice

To achieve your master's degree, you will generally complete 180 credits over a period of three years, consisting of:

- Four core modules (20-credits each) (compulsory for all apprentices)
- A compulsory 40-credit Quality Improvement Project (applied to your practice setting).
- 60 credits from optional modules (allowing you to tailor your learning).

This structure ensures a balance between essential advanced practice knowledge and the opportunity to customise your studies to align with your specialist interests and career goals.

## How your MSc is Structured

Year	Term 2 Jan - Mar	Term 3 Apr - Jul	Term 1 Sept - Dec		
1	Core or Optional Module (20 credits)	Optional Module (20 credits)	Core modules and optional module(s)	Progression	
2	Core or Optional Module (20 credits)	Optional Module (20 credits)	Core modules and optional module(s)	Progression	
3	Core Module (40 credits) Quality Improvement Project		Progression	Gateway	Core Module (20 credits) End Point Assessment

## Core Modules (compulsory for all Apprentices) – 120 Credits

These modules form the foundation of advanced practice, ensuring you develop expertise across the four pillars of advanced practice: clinical practice, research, education, and leadership/management.

### **Advanced Clinical Assessment** (20 credits)

Develop enhanced clinical reasoning and patient assessment skills.

### **Using Evidence to Lead and Advance Practice** (20 credits)

Develop the skills to find, understand, appraise and apply research evidence to enhance clinical practice and decision making.

### **Managing Yourself and Leading Others** (20 credits)

Build leadership and self-management capabilities to enhance your professional practice and impact.

### **Quality Improvement Project** (40 credits)

Conduct a work-based project to improve clinical practice or service delivery.

### **End Point Assessment** (also known as Apprenticeship Assessment) (20 credits)

This module is essential in order to complete the programme. The EPA provides synoptic assessment of the achievement of knowledge, skills and behaviours outlined in the Advanced Clinical Practitioner Degree Apprenticeship standard.

## Optional Modules – 60 Credits

The programme allows you to customise up to 60 credits by selecting from a wide range of optional modules, thereby curating a personalised learning pathway that aligns with your clinical interests, career aspirations, and advanced practice role.



## Restricted Modules

These modules have specific entry requirements and are only available to apprentices who meet the module pre-requisites. Furthermore, entry to the Independent Prescribing module is restricted. Applicants must meet PSRB pre-requisites and provide all the necessary evidence to support supervision arrangements in practice to be offered a place on the module.



## Specialist Pathways: Structured Routes for Specialisation

A specialist pathway is a structured route within the MSc that:

- Aligns with national credentialing or area-specific capability frameworks (e.g. NHS England, RCN, RCEM).
- Focuses on developing and applying specialist clinical, leadership, and research skills within a specific field.
- Allows some optional module choices, but within a defined learning framework.

## Which Pathways Are Available?

- Healthy Ageing and Older People
- Mental Health
- Neurological Rehabilitation (Including Stroke)
- Pre-Hospital Emergency Medicine

**See Appendix A for more information about MSc Advanced Professional Practice Specialist Pathways**



# Programme Modules Overview

The following table provides an overview of the modules available within the programme. Modules listed as blended learning will include online blocks and face-to-face components. To help distinguish between different module types, the following colour scheme is used:

**Core Modules** (Green): These are compulsory modules that provide essential knowledge and skills in leadership, research, education and clinical expertise.

**Optional Modules** (Blue): Open to all apprentices, these modules allow you to specialise in a clinical area or broaden your expertise across the four pillars of advanced practice.

**Restricted Modules** (Orange): These modules have specific entry requirements and are only available to apprentices who meet the criteria.

There may be other available modules that sit outside the programme profile, please contact the Course Director or the Learning and Teaching Services for further information.

For full module descriptions, including credits, level, format, and study mode, refer to Appendix B: Module Information.

UEA reserves the right to make changes to the programme structure, module availability, or policies due to academic, regulatory, or operational requirements.

- **Module Availability** – Optional modules run subject to viability and learner demand.
- **Regulatory Updates** – The programme is aligned with NHS England and regulatory body requirements, which may be updated periodically.
- **Communication of Changes** – Any updates will be communicated to learners via their UEA email and course notifications.

Module	Credits	Delivery	Term Start	Duration (Weeks)
<b>Core modules</b>				
Advanced Clinical Assessment	20	Blended	1,2 or 3	12
End Point Assessment (also known as Apprenticeship Assessment)	20	Online, 6x two-weekly blocks	1 or 3	12
Managing Yourself and Leading Others	20	Online, 6x two-weekly blocks	1 or 2	12
Quality Improvement Project	40	Online, 6x blocks in first 12 weeks	1 or 2	24
Using Evidence to Lead and Advance Practice	20	Online, 6x two-weekly blocks	1 or 2	12
<b>Restricted modules</b>				
Advanced Practice in Mental Health	40	Blended	2	24
Cardiac Catheterisation Laboratory Practice	20	Online, 6x two-weekly blocks	3	12
Diagnostic Interpretation	20	Online, 6x two-weekly blocks	3	12
Independent Prescribing	40	Blended	1, 2 or 3	24
Minor Illness	20	Blended	3	12
Minor Injuries	20	Blended	2	12



Module	Credits	Delivery	Term Start	Duration (Weeks)
<b>Optional Modules</b>				
Advanced Communication	20	Blended	3	12
Advancing Practice in Neurological Rehabilitation Including Stroke (subject to approval)	20	Online, 6x two-weekly blocks	2	12
Clinical Decision Making	20	Online, 6x two-weekly blocks	3	12
Enhancing Teaching, Learning and Assessment in Clinical Education	20	Online, 6x two-weekly blocks	2	12
Facilitating Clinical Research in Practice	20	Online, 6x two-weekly blocks	3	12
Foundations of End of Life Care	20	Online, 6x two-weekly blocks	2	12
Frailty and Dementia	20	Online, 6x two-weekly blocks	3	12
Long-Term Conditions	20	Online, 6x two-weekly blocks	2	12
Mental Health Across the Lifespan	20	Online, 6x two-weekly blocks	1	12
Paediatric Examination and Assessment	20	Blended	3	12
Pathophysiology: A Nature - Nurture Approach	20	Online, 6x two-weekly blocks	2	12
Pre-Hospital Emergency Medicine 1	20	Online, 6x two-weekly blocks	2	12
Pre-Hospital Emergency Medicine 2	20	Online, 6x two-weekly blocks	3	12
Professional and Academic Development	20	Online, 6x two-weekly blocks	1 or 3	12
Promoting Healthy Ageing	20	Online, 6x two-weekly blocks	2	12

# Additional Programme Information

## Effort Hours: Understanding Study Commitment

Every 20-credit module at Level 7 requires approximately 200 effort hours to complete successfully. These effort hours include:

- Synchronous learning – Live sessions such as tutorials, webinars, and face-to-face study days.
- Asynchronous learning – Curated online content available at any time.
- Clinical supervision (if applicable) – Where modules involve direct patient care, workplace-based assessment or practice-based project work.
- Assessment preparation – Time spent on formative activities and summative assessments.

Most modules run over 12 weeks, with up to six weeks of additional time for assessment preparation, depending on the module and assessment activity. Employers must allocate 'Off the Job' hours for you to undertake the above, but apprentices should be prepared to undertake some study in their own time as well.



## Entry Requirements

To undertake this apprenticeship, please review the following guidance:

- You will hold current registration with one of the statutory regulators of health and care professions.
- Demonstrate motivation and ability to study at master's level, evidenced by achievement of degree-level learning at 55% or above within the past five years.
- You will need employer support to commence this apprenticeship.
- You will need to identify an employer-mentor to support you in practice.
- You will be required to engage in progress review meetings with your employer mentor and your UEA apprenticeship advisor regularly each academic year.
- Your employer must agree to provide you with a minimum amount of time to complete the apprenticeship known as 'off-the-job training'. The amount of hours will be decided at the start of your apprenticeship depending on any prior learning you have. Off-the-job learning time is time given to you in your usual paid hours of employment to complete the apprenticeship.
- You will need to have GCSE Maths and English at grade C (4) or above, or functional skills level 2, before applying for the programme. If you cannot demonstrate this it may still be possible to apply, please contact [HSC.Apprenticeships@uea.ac.uk](mailto:HSC.Apprenticeships@uea.ac.uk) to inquire.
- It's important that you are in a specific Advanced Clinical Practitioner trainee role to undertake this course of study. This will help you achieve practice competencies and apply theory to practice in respect of the 4-pillars of advanced practice.

If English is not your first language or if your degree was not taught in English, you must provide evidence of IELTS 7.0 (minimum 6.5 in all components) or an equivalent qualification.

## Recognition of Prior Learning (RPL) – Reduce Your Study Load

The MSc Advanced Clinical Practitioner Degree Apprenticeship (ACPDA) at UEA allows you to import up to 60 credits from previous Master's-level study through a Recognition of Prior Learning (RPL) process. This means you could significantly shorten your study time while still achieving your full MSc qualification.

To be eligible for RPL:

- The study must have been completed within the last five years.
- Credits must have been achieved at Level 7 (master's level).
- The credits must not have been used towards a previous academic qualification\*.
- Modules must align with the programme learning outcomes and your professional role.

*\* some concessions to the above may be considered in exceptional circumstances. Please contact [fmh.cpd@uea.ac.uk](mailto:fmh.cpd@uea.ac.uk) who will direct your enquiry to the appropriate member of staff.*

### How to apply for RPL:

1. Identify eligible credits from previous study.
2. Discuss the credits you wish to have considered for RPL during your interview process.
3. You will be given instructions on how to highlight potential RPL for consideration during the 'Initial Needs Analysis' process.
4. Your application will be assessed by the RPL panel to ensure alignment with MSc ACP learning outcomes.
5. If approved, credits will be applied to optional modules (up to 60 credits), reducing the number of modules you need to complete, and time required on the programme.

If you would like to discuss your eligibility for RPL before applying, join one of our drop-in sessions or contact [hsc.apprenticeships@uea.ac.uk](mailto:hsc.apprenticeships@uea.ac.uk).



## How Employers Can Help You to Succeed

Collaboration between apprentices, your workplace, and UEA is key to success. Employers can support apprentices in a variety of ways, including:

- Off the job hours –off-the-job training is a statutory requirement for an English apprenticeship. The amount of hours will be decided at the start of your apprenticeship depending on any prior learning you have. Off the Job Learning includes release from practice to undertake modules and other Advanced Practice related study, as well as, for example, time in practice but away from your ordinary work, observing Advanced Practitioners at work.
- Facilitating practice-based support – Ensuring apprentices have access to appropriate practice-based supervisors within their setting. Some practice-based modules will also require assessment in practice. The Quality Improvement Project will require organisational support and governance.
- Encouraging research and leadership opportunities – Supporting apprentices to access opportunities to learn from other professionals and work with teams across the wider organisation will enable them to evaluate and develop their own practice. Quality Improvement Projects (QIP) can usefully align with service priorities and patient care improvements as long as they are suitable for the scope of the module.

If you are an employer or manager looking to support an ACP apprentice, we can provide guidance on funding, supervision, and study pathways. Please contact our team for further details.

## Ready to Advance your Career?

- Speak to our CPD or admissions team about career pathways and funding support.
- Join a drop-in session to learn how this MSc can support your career goals.
- See the “How to Apply” section to get started.

Email: [hsc.apprenticeships@uea.ac.uk](mailto:hsc.apprenticeships@uea.ac.uk)

[Upcoming Drop-in Sessions](#)

# Other Study Options

If this pathway does not fully align with your learning needs, UEA offers alternative routes into Advanced Practice, and other areas of healthcare practice including:

## **Standalone CPD Modules**

20 and 40 credit modules at Level 7 that can contribute towards future MSc qualifications, allowing you to focus on specific areas of interest or required competencies.

**MSc Advancing Practice (Distance Learning)** – A flexible, entirely online MSc part-time and full-time programme, allowing maximum flexibility in your learning. This course is underpinned by the four pillars of Advanced Practice but does not include practice-based core modules and so can be undertaken by professionals in roles that do not involve direct clinical care. A combination of 80 compulsory module credits and 100 optional module credits will allow you to tailor your studies to your personal development needs and areas of interest.

**MSc Advanced Professional Practice (APP)** – An NHS England accredited part-time programme, generally completed over three years. This direct-entry programme comprises the same compulsory modules as the MSc ACP excluding the End Point Assessment meaning that apprentices can select up to 80-credits of optional modules.





**PGCert Specialist Practice** - 60-credit programmes of part-time study completed over nine months. Pathways currently available include Adult Critical Care, Neonatal Qualified in Specialty, Pre-hospital Emergency Medicine, Cardiac Catheter Laboratory Practice, Interventional Radiology.

**MSc Research and Quality Improvement in Health and Care** - An MSc programme designed for practitioners aiming to develop knowledge, skills, confidence and independence in conducting research and applying research-related capability to enhance services and improve patient's outcomes and experiences.

**MSc Management and Leadership in Health and Care**

The MSc Management and Leadership in Health and Social Care is a multi-professional master's programme developing evidence-informed management and leadership capabilities to inform and enhance health and social care. The MSc programme is suitable for those with both clinical and non-clinical health and social care backgrounds, whether working as a health or social care professional or in another health and care role, enabling you to enhance service outcomes, develop your own and your team's performance and well-being and evaluate and improve health and social care policy and practice.

For more details on alternative study options, visit our website or contact [fmh.cpd@uea.ac.uk](mailto:fmh.cpd@uea.ac.uk)

# How to Apply

Speak with your line manager, or organisational apprenticeship or educational lead to discuss the next steps or contact [hsc.apprenticeships@uea.ac.uk](mailto:hsc.apprenticeships@uea.ac.uk). We welcome applications for practitioners from employers across the UK who have access to the apprenticeship levy. The process for application is as follows:

- Employers will agree with UEA how many degree apprentices they wish to recruit.
- The employer and UEA will work in collaboration to recruit appropriate apprentices.
- Identified candidates will apply to the programme via a link that will be provided by the UEA to the applicant's organisational education lead or line manager.
- The employer and UEA will interview potential candidates before identifying successful apprentices.
- The employer will provide UEA with a list of apprentice names and other essential details to ensure a smooth transition onto the programme.
- Apprentices will be informed by UEA of the induction event.

## Students for whom English is a foreign language

We welcome applications from individuals whose first language is not English, or those whose degree was not taught in English as long as they are currently living and working in clinical practice in the UK. To ensure such students benefit fully from postgraduate study, we require evidence of proficiency in English. Our usual entry requirements are as follows:

IELTS: 7 (minimum 6.5 in all components). All scores must be less than two years old. Please note some of the clinical modules will have restricted entry requirements and therefore may not be available to all students. Please see our website for details about our admissions policy.

# Career Progression and Alumni Services

## Advance Your Career with an MSc from UEA

The MSc Advanced Clinical Practitioner Degree Apprenticeship (ACPDA) is designed to enhance your career progression, whether you're aiming for senior clinical roles, credentialing, or leadership positions in healthcare.



## Where Our Graduates Work

- Advanced Clinical Practitioner roles across NHS Trusts and private healthcare organisations.
- Research and Education – moving into lecturing, clinical research, and NHS training roles.
- Senior Leadership and Service Development – leading transformation projects and service redesign.
- Specialist Roles – achieving recognition through professional bodies such as RCEM, RCN, and NHSE's Centre for Advancing Practice.

# Appendix A: Advanced Practitioner Specialist Programme Pathways

Pathway	Designed for	Linked Curriculum Framework
Pre-Hospital Emergency Medicine	Paramedics, ED nurses, ACPs, prehospital care	Aligned to the Intercollegiate Board for Training in Pre-Hospital Emergency Medicine (IBTPHEM) (2022)
Mental Health	Nurses, therapists, social workers in mental health	NHS England Centre for Advancing Practice 'Mental Health Advanced Practice area specific capability and curriculum framework' (2022)
Neurological Rehabilitation	Physios, OTs, rehabilitation specialists	NHS England Centre for Advancing Practice 'Neurological rehabilitation (including stroke) advanced practice area specific capability and curriculum framework' (2023)
Healthy Ageing and Frailty	ACPs, nurses, AHPs in frailty, geriatric care	NHS England Centre for Advancing Practice 'Community rehabilitation: healthy ageing' (2022) and 'Older people' (2022) advanced practice area-specific capability and curriculum frameworks



## Pre-Hospital Emergency Medicine

This pathway is mapped against the Intercollegiate Board for Training in Pre-Hospital Emergency Medicine (IBTPHEM) subspecialty curriculum). The pathway includes a combination of core and optional modules. Core modules (totalling 120 credits) are compulsory. You will need to complete both Pre-Hospital Emergency Medicine specialist modules and one further optional 20-credit module.

Please note that as the Independent Prescribing module is a 40-credit module, you will not be able to include this as part of this pathway but will need to undertake it outside of this if it is required as part of your practice.

Year	Sept-Dec	Jan-Mar	Apr-Jul
1	<b>Core: Advanced Clinical Assessment (20 credits)</b>	<b>Pre-Hospital Emergency Medicine for Healthcare Professionals Module 1 (20 credits)</b>	<b>Pre-Hospital Emergency Medicine for Healthcare Professionals Module 2 (20 credits)</b>
2	<b>Core: Using Evidence to Lead and Advance Practice (20 credits)</b>	<b>Independent Prescribing (40 credits) OR optional modules selected from the portfolio (totalling 40 credits)</b>	
3	<b>Core: Managing Yourself and Leading Others (20 credits)</b>	<b>Quality Improvement Project (40 credits)</b>	

## Mental Health

This pathway is aligned to the NHS England Advanced Practice Credential Specification 'Advanced Practice in Mental Health Curriculum and Capabilities Framework' (NHSE, 2022). The pathway includes a combination of core and optional modules. Core modules (totalling 120 credits) are compulsory. To meet the credential specification, in addition to the core modules you will need to complete the 40-credit specialist module Advanced Practice in Mental Health and one further optional 20-credit module.

Please note that as the Independent Prescribing module is a 40-credit module, you will not be able to include this as part of this pathway but will need to undertake it outside of this if it is required as part of your practice.

Year	Sept-Dec	Jan-Mar	Apr-Jul
1	<b>Core: Advanced Clinical Assessment (20 credits)</b>	<b>Advanced Practice in Mental Health (40 credits)</b>	
2	<b>Core: Using Evidence to Lead and Advance Practice (20 credits)</b>	<b>Independent Prescribing (40 credits) OR optional modules selected from the portfolio (totalling 40 credits)</b>	
3	<b>Core: Managing Yourself and Leading Others (20 credits)</b>	<b>Quality Improvement Project (40 credits)</b>	

## Neurological Rehabilitation Including Stroke

This pathway is aligned to the NHS England (2023) Advanced Practice Credential Specification for Neurological Rehabilitation (including Stroke). The pathway includes a combination of core and optional modules. Core modules (totalling 120 credits) are compulsory. To meet the credential specification, in addition to the core modules you will need to complete the 40-credit specialist module Advanced Practice in Neurological Rehabilitation including Stroke and one further optional 20-credit module.

Please note that as the Independent Prescribing module is a 40-credit module, you will not be able to include this as part of this pathway but will need to undertake it outside of this if it is required as part of your practice.

Year	Sept-Dec	Jan-Mar	Apr-Jul
1	<b>Core: Advanced Clinical Assessment (20 credits)</b>	<b>Advancing Practice in Neurological Rehabilitation (Including Stroke) (20 credits)</b>	
2	<b>Core: Using Evidence to Lead and Advance Practice (20 credits)</b>	<b>Independent Prescribing (40 credits) OR optional modules selected from the portfolio (totalling 40 credits)</b>	
3	<b>Core: Managing Yourself and Leading Others (20 credits)</b>	<b>Quality Improvement Project (40 credits)</b>	

## Healthy Ageing and Older People

This pathway is aligned to the NHS England Advanced Practice Credential Specifications 'Advanced Clinical Practice in Older People Curriculum Framework' (NHSE, 2022) and 'Advanced Practice Credential Specification Community Rehabilitation: Healthy Ageing' (NHSE, 2022). The pathway includes a combination of core and optional modules. Core modules (totalling 120 credits) are compulsory. To meet the credential specification, in addition to the core modules you will need to complete two 20-credit specialist modules Promoting Health Ageing and Living well with Frailty and Dementia and one further optional 20-credit module.

Please note that as the Independent Prescribing module is a 40-credit module, you will not be able to include this as part of this pathway but will need to undertake it outside of this if it is required as part of your practice.

Year	Sept-Dec	Jan-Mar	Apr-Jul
1	<b>Core: Advanced Clinical Assessment (20 credits)</b>	<b>Promoting Health Ageing (20 credits)</b>	<b>Frailty and Dementia (20 credits)</b>
2	<b>Core: Using Evidence to Lead and Advance Practice (20 credits)</b>	<b>Independent Prescribing (40 credits) OR optional modules selected from the portfolio (totalling 40 credits)</b>	
3	<b>Core: Managing Yourself and Leading Others (20 credits)</b>	<b>Quality Improvement Project (40 credits)</b>	

# Appendix B: Module Information

## Core Modules

### Advanced Clinical Assessment

The overarching philosophy of this module is that clinical assessment in advanced practice is about a level of practice and capability, rather than a set of practical competencies. This module will enable you to conduct a systematic clinical assessment of your patient's health status and consequently rationalise your clinical reasoning and decision-making. The module takes a flexible approach to learning and assessment which enables students to develop and demonstrate advanced assessment capabilities specific to their role, making it suitable for health professionals working in a diverse range of clinical settings, sectors and specialities.

### End Point Assessment

This module is essential to complete the programme. The EPA provides synoptic assessment of the achievement of knowledge, skills and behaviours outlined in the Advanced Clinical Practitioner Degree Apprenticeship standard. Following independent assessment of the EPA the apprentice will receive an overall apprenticeship grade in addition to the Master's Degree classification in Advanced Clinical Practice.

### Managing Yourself and Leading Others

The aim of this module is to support you to advance your knowledge and understanding of effective leadership and management in healthcare and of yourself as a leader. Critical analysis and appraisal of leadership and management theory and the explicit use of critical reflection and self-assessment within the module will enable you to evaluate your own leadership skills and how these influence, and are influenced by, the context in which you practise. The module emphasises the importance of effective leadership to facilitate learning in others and the critical consideration of how individuals can adopt an inclusive, empowering and collaborative approach to enhance the success of the individuals and services within your organisation.



## Quality Improvement Project

This module will equip you to design, conduct and evaluate a small-scale quality improvement project appropriate to the setting and scope of your advanced practice. The Quality Improvement Project plan will be discussed and agreed with a practice-based and academic supervisory team and submitted for approval to the UEA Faculty of Medicine and Health Sciences Ethics Committee before being implemented in practice in accordance with your employing organisation's governance processes for Quality Improvement Projects.

## Using Evidence to Lead and Advance Practice

The aim of this module is to enable you to turn clinical, education and leadership issues into focused questions, from which you can search the evidence. You will explore the principles and theoretical frameworks that underpin evidence-based practice and develop effective strategies to find, analyse and evaluate research evidence. The knowledge and capability developed will enable you to both recognise and articulate practice-related challenges and identify and evaluate potential evidence-based improvements.

# Optional Modules

## Advanced Communication

Being able to work effectively in healthcare requires a sound understanding of our own interpersonal skills and the ability to adapt our communication behaviours to positively affect our interactions with others, including our patients or service users, their families and carers and our colleagues both within our own disciplines and in wider multi-disciplinary teams. On this module, you will explore the theoretical background and frameworks underpinning this essential area of practice, whilst at the same time providing you with an opportunity to evaluate and develop your own communication further. Utilising several teaching methods such as video examples, case studies and discussion, this module will enable you to consider common communication challenges in healthcare whilst at the same time developing strategies to manage these.

## Clinical Decision Making

This module aims to inform the management of complex clinical conditions using scientific and contemporary clinical knowledge to underpin action, reflection and evaluation. You will learn how to practice safely and effectively, incorporating a systems approach to clinical examination and building your knowledge and understanding of the principles of assessment, diagnosis and appropriate planning of care.

## Advancing Practice in Neurological Rehabilitation Including Stroke

*(subject to approval)*

This module will consider the role of patient-centred, multiprofessional working across complex health and care settings in the field of neurological rehabilitation. The module learning outcomes and content are fully mapped against the NHS England (2023) Advanced Practice Credential Specification for Neurological Rehabilitation (including Stroke). The aim of the module is to enable practitioners to design, deliver and evaluate safe and effective professional activity, personalised care and services in neurorehabilitation at an advanced level of practice.

## Enhancing Teaching, Learning and Assessment in Clinical Education

The overall aim of this module is to provide you with knowledge and principles to facilitate teaching, learning and assessment in practice-based settings, enabling you to work effectively with learners who will become the workforce of the future and ultimately will improve services. This module is relevant to all healthcare professionals who supervise, assess and/or mentor students and colleagues.

## Facilitating Clinical Research in Practice

This module aims to increase knowledge, understanding and skills related to the conduct and governance of research in clinical practice settings, with the purpose of supporting and empowering non-medical healthcare professionals who are, or would like to be, involved in clinical research. It is not a research methods module; the focus is on research facilitation and delivery.

## Foundations of End of Life Care

Developed to enhance the experiences of patients and their families during palliative and end of life care, this module aims to facilitate exploration of this important and sometimes challenging area of clinical practice in a supportive environment that facilitates self-awareness and enhances knowledge and skills in end-of-life care.

## Frailty and Dementia

This module focuses on fulfilling the capabilities associated with NHS England's Advanced Clinical Practice in Older People Curriculum Framework, and Advanced Practice Credential Specification Community Rehabilitation: Healthy Ageing (NHSE 2022).

There's an emphasis on person-centred communication, empathic and holistic approaches to assessment, the provision of interventions and care, built on a compassionate understanding of the older person's experience and delivery of high quality, evidence-based services, which support and promote older people's health, wellbeing, independence, and enablement in the context of complex health conditions such as dementia and associated frailty. We also explore service developments to enable older people to live well to the end of life, making quality of life the priority.

## Long Term Conditions

Communication and collaboration between professionals and services is key to the successful management of long-term conditions. In this module, you will look at the challenges and complexities of living with a long-term condition and the evidence-based strategies and interventions used to support individuals to self-manage their illness in the context of contemporary healthcare practice.

## **Mental Health Across the Lifespan**

This module has been designed to meet the needs of diverse health and social care practitioners working across a range of community and inpatient hospital contexts, as well as in private, voluntary and statutory settings. The module is aimed at enhancing the knowledge and skills of health and care practitioners who are not mental health specialists, to work with people experiencing mental health challenges and distress which can occur at any stage across the lifespan. This module will build confidence, deepen understanding, and strengthen your ability to respond to mental health needs with compassion and competence. Through real-world scenarios, evidence-based approaches, and practical assessment tools, you will develop the skills to support individuals of all ages across a wide range of settings.

## **Pathophysiology: A Nature - Nurture Approach**

Pathophysiology examines the mechanisms that cause functional change in body systems. Comparing nature-nurture perspectives on the health/illness continuum, this module aims to facilitate your development as a practitioner who can use their advanced physiological and clinical knowledge to critically analyse “holistic” care; explore the boundaries of current thinking and hypothesise future advances in healthcare.

## **Paediatric Examination and Assessment**

This module addresses the skills and knowledge necessary in assessing acutely unwell children and recognising the signs of potentially serious and life-threatening illnesses. Models and frameworks will be explored that detect changes in a child's physiological status, identify deterioration in their clinical condition and recognise early indicators for intervention.

## **Pre-Hospital Emergency Medicine 1**

This is the first of two modules delivered in partnership with East Anglian Air Ambulance and mapped against the Intercollegiate Board for Training in Pre-Hospital Emergency Medicine (IBTPHEM) sub-specialty curriculum. The module focuses on working within emergency medical services including pre-hospital medicines and equipment management and governance. It is open to learners from a variety of professional backgrounds including those who may not previously have had access to the IBTPHEM curriculum.

## Pre-Hospital Emergency Medicine 2

This is the second of two modules delivered in partnership with East Anglian Air Ambulance and mapped against the Intercollegiate Board for Training in Pre-Hospital Emergency Medicine (IBTPHEM) sub-specialty curriculum. The module focuses on assessment of the scene and patient, special circumstances and human factors in pre-hospital emergency medicine. As above, this module is open to learners from a variety of professional backgrounds including those who may not previously have had access to the IBTPHEM curriculum.

### Professional and Academic Development

The aim of this module is to strengthen professional and academic self-awareness and to develop and address personal learning objectives to enable learners to succeed at Master's level. The module uses analysis of the capabilities of The Centre for Advancing Practice Multi-Professional Framework for Advanced Practice in England (NHS England, 2025) to enable learners to critically reflect on and evaluate their current level of practice in relation to the clinical, management and leadership, education and research pillars. Through exploring the principles, knowledge and skills that underpin the advanced practice capabilities, learners will develop their understanding and application of the academic skills required to work successfully at academic level 7 and experience assessment methods commonly applied within our level 7 post-graduate taught and CPD portfolio.

### Promoting Healthy Ageing

This module focuses on fulfilling the capabilities associated with NHS England's Advanced Clinical Practice in Older People Curriculum Framework, and Advanced Practice Credential Specification Community Rehabilitation: Healthy Ageing (NHSE, 2022). Undertaking this module will enable practitioners to provide assessments and interventions with older people using contemporary evidence-based approaches. Throughout the module there will be an emphasis on delivering person-centred services, through holistic approaches to assessment, interventions and care, to develop services to promote the health and wellbeing of older people, leading to improved services and enhanced quality of life for older people.

# Restricted Modules

## Advanced Practice in Mental Health

Building on the knowledge, understanding and skills achieved in the Advanced Clinical Assessment module, you will study the theoretical principles required to carry out effective assessment, diagnosis and management of undifferentiated and undiagnosed mental health conditions in addition to pre-diagnosed biological and psychological conditions. Emphasis throughout the module will be placed on a person-centred, holistic approach to assessment with development of management plans to provide optimum care. This module is mapped against the Advanced Practice Credential Specification 'Advanced Practice in Mental Health Curriculum and Capabilities Framework' (NHSE, 2022).

**Pre-requisites:** You do not need to be a registered mental health nurse to undertake this module, but you do need to be working in a mental health setting or role. It is recommended that learners undertake Advanced Clinical Assessment prior to this module.

## Cardiac Catheterisation Laboratory Practice

This module is aligned to the Cardiac Catheterisation Laboratory Core Curriculum for the Continuing Professional Development of Nurses and Allied Health Professions (EAPCI, 2016). It aims to consolidate and advance specialist knowledge, understanding and skills relating to interventions and procedures undertaken within Cath Labs and the safe and effective care of patients in this setting.

**Pre-requisites:** For registered healthcare professionals or specialist physiologists working within a cardiac catheter lab setting and supported by their organisation. Completion of online Ionising Radiation (Medical Exposure) Regulations (IR(ME)R) training within the last two years.

## Diagnostic Interpretation

This module is for health professionals who use or interpret diagnostic tests and laboratory investigations in their current role. Upon successful completion, you will be able to synthesise clinical information in health care settings, enabling you to describe radiographic appearances in a structured format and make sound clinical judgements.

**Pre-requisites:** Completion of online Ionising Radiation (Medical Exposure) Regulations (IR(ME)R) training ahead of starting the module. You will be working towards an Advanced Clinical Practitioner (ACP) role for credentialing or in an advanced practitioner role that requires this from their employer.

## Independent Prescribing

This module is designed to meet the HCPC (2019) Standards for prescribing and the NMC (2018) Standards for Prescribing Programmes. Both the HCPC and NMC have adopted the RPS (2016) Competency Framework for all Prescribers which forms the basis for the learning outcomes and practice assessment. Successful completion enables you to apply to have your qualification annotated on your professional register.

We are seeking accreditation with the General Pharmaceutical Council (GPhC) for pharmacist independent prescriber provision (2026–27 intake), subject to regulatory approval.

**Pre-requisites:** Students must have been qualified for 3 years and working in their field of practice for the previous year. In addition, students must have access to an appropriate clinical area and supervision to complete the Practice Assessment. Entry to Independent Prescribing module is restricted. Applicants must meet PSRB pre-requisites and provide all the necessary evidence to support supervision arrangements in practice to be offered a place on the module.

## Minor Illness

This module will enable you to develop a holistic approach to the assessment and treatment of patients with minor health problems in primary care, urgent care and first contact settings. You will develop a range of skills that reflect an individualised, empowering and holistic approach to patient health assessment, care management and treatment in an advanced and autonomous clinical role.

**Pre-requisites:** Health practitioners who routinely work with patients with minor illnesses and have access to a suitably qualified and experienced Practice Assessor. Support from employing organisation is required.

## Minor Injuries

Healthcare professionals in primary and secondary care may be expected to manage patients presenting with a minor injury, and to use appropriate skills and knowledge to formulate a diagnosis and ensure evidence-based care. The module will introduce you to the principles and practice underpinning common minor injuries identification, assessment and management in primary and secondary care settings.

**Pre-requisites:** Learners should be working in or have access to a minor injury setting in which to gain experience and practise the clinical assessment skills required to successfully pass the module's summative OSCE assessment.

