**MSc Advanced Clinical Practitioner (Apprenticeship)**

**Module Overview**

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| **Mandatory Modules** | **Optional Modules** |

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|  | **Code** | **Module Name** | **Sem** | **Cred** | **Level** | **Learning Outcomes** | **Assessment** |
| **HEAL481 &HEAL4812**  **(New Module)** | **Principles pf Advanced Clinical Practice** | 1&2 | 10 | 7 | 1. Appraise critically, the wider political and social issues that impact on the development and implementation of advanced clinical practice in health and social care. 2. Evaluate critically, the accountability, legal and ethical implications of practising as an advanced clinical practitioner. 3. Reflect critically on and identify own personal and professional development needs in relation to an Advanced Practice role | * Production of a 1500-word Personal Development Plan (40%). This will challenge the apprentice, student, or trainee advanced practitioner to reflect and examine their current practice across all four pillars of Advanced Practice. * A poster (60%) to articulate the development and implementation of Advanced Practice roles to students, colleagues, or service users. |
| **HEAL482 & HEAL4822**  **(New Module)** | **Clinical Skills and the Advanced Practitioner** | 1&2 | 20 | 7 | 1. Critically appraise the theory and evidence base required to undertake a a systematic clinical examination applying anatomical and physiological principles in order to develop a differential diagnosis. 2. Critically consider and apply appropriate strategies and interventions to effectively perform a clinical history and examination utilising a red flag approach. 3. Critically appraise clinical data including arterial blood gas analysis, ECG, x-ray, biochemistry, haematology, and bacteriology. 4. Critically evaluate current public health prevention and promotion strategies to include Mental health, public health, wider determinants of health and social prescribing and long-term condition management | * A 2-hour unseen written exam comprised of section A, MCQs and section B long answer questions (50%). * Objective Structured Clinical Examination (OSCE) which will comprise a number of stations (50%) |
| **HEAL483 & HEAL4832**  **(New Module)** | **Clinical Skills in Practice for Advanced Practitioners** | 1&2 | 10 | 7 | 1. Critically reflect, examine, and evaluate current clinical skills within the context of the learner's own area of practice so as to justify development of an identified clinical skill. 2. Critically appraise and manage the development and application of the clinical skills identified safely and competently within the learner's own scope of practice. | * A 2500-word Personal Development plan to include the context of the learner's practice, reflection on current clinical skills, justification for the need to develop the clinical skills identified, and a detailed action plan (100%). * Competency document: The learner must complete a specifically designed competency document to demonstrate achievement of an agreed level of competency in the clinical skills chosen (Pass/fail). |
| **HEAL485**  **(New Module)** | **Critical Understanding of Research for Advanced Clinical Practitioners** | 1 | 20 | 7 | 1. Critically consider the multi-dimensional context of patient, client and service user needs in relation to health research including professional, political, social, cultural, ethical, and legal considerations. 2. Critically appraise research methods and their application in health and social care research. 3. Appraise critically the research literature and application in own context of professional practice. 4. Critically appraise the effectiveness of research dissemination and implementation methods are translated into practice, identifying any gaps/needs that arise. | * A critical appraisal of a given mixed methods research paper relevant to Health and Social care using a specified critical appraisal tool. The appraisal should evidence a comprehensive range of knowledge in relation to research methods and methodology (70%). * A 1500 word written report, intended for the relevant Research Lead within the apprentice, student or trainee advanced practitioner's area of practice, to outline the current methods and effectiveness of dissemination and implementation of research with recommendations for improvement (30%). |
| **HEAL484**  **(New Module)** | **Leadership and Education for Advanced Clinical Practice** | 2 | 20 | 7 | 1. Appraise critically the role and impact of leadership within current Health and Social Care practice. 2. Critically evaluate theories of leadership and change management and how these impact on healthcare delivery. 3. Demonstrate a critical understanding of leadership education and the importance of the learning environment within Health and Social care practice. | * Creation of an educational resource suitable for use in the apprentice, student, and trainee advanced practitioner's area of practice to demonstrate a critical understanding of leadership in health and social care (50%) * Following production of the educational resource each apprentice, student and trainee advanced practitioner will enter into a professional conversation with peers and academic staff to explain and justify the processes involved with the design and content of the resource (50%). |
| **HEAL463 &HEAL4632**  **(Approved Module)** | **Research Project** | 1&2 | 40 | 7 | 1. Formulate and evaluate critically a structured investigation of a healthcare topic relevant to advanced clinical practice. 2. Critically appraise and communicate scientific research relevant to advanced healthcare practice. 3. Apply appropriate methods of enquiry to investigate a research question relevant to advanced healthcare practice, and interpret results generated by such methods. 4. Critically appraise potential ethical and data protection issues arising when undertaking clinical research, and formulate strategies to address such issues. 5. Critically appraise the findings of research relevant to advanced clinical practice and determine their relevance for practitioners. | * Project report   8000 words (100%) |
| **HEAL464**  **(Approved Module)** | **End Point Assessment:**  **Reflection of Professional Practice for the Advanced Clinical Practitioner** | 1 | 20 | 7 | 1. Demonstrate person centred assessment and management of episodes of care and then reflect critically on these, in order to optimise patient/service user outcomes. 2. Apply and evaluate critically clinical reasoning and clinical decision-making models, taking into account complex physical, psychosocial, economic, legal and ethical issues and use this to inform the therapeutic intervention. 3. Reflect critically on their own professional practice and demonstrate awareness of self-limitations, role boundaries, scope of practice and safety, in order to transform healthcare services. 4. Apply and evaluate critically the use of evidence-based practice and technological interventions to underpin decisions about care delivery. 5. Reflect critically upon the roles of other professionals within the practice setting and the value of inter-professional collaboration. | * Open Book Examination using 3 case reports as a resource within the exam   120 mins (50%)   * Clinical Practice Change Report   1500 words (25%)   * Oral presentation of the clinical change proposal   35 minutes in total (25 minutes presentation plus 10 minutes of questions) (25%)  This assessment has been mandated by the document entitled End Point Assessment Plan Integrated Degree Apprenticeship for Advanced Clinical Practitioner at Level 7 available at <https://haso.skillsforhealth.org.uk/wp-content/uploads/2018/03/2018.03.22-Advanced-Clinical-Practitioner-Assessment-Plan.pdf>. |
| **HEAL447**  **(Approved Module)** | **Clinical Skills and Diagnostics (Adult Cardiovascular and Respiratory in Acute and Long-Term Conditions)** | 1 | 20 | 7 | 1. Apply and evaluate critically the key elements of clinical history taking using a systems-based approach for specific patient groups to inform the objective physical examination. 2. Perform a safe and comprehensive physical examination of the patient after obtaining proper informed consent. 3. Analyse critically the clinical and physical information gained from history taking and physical examination using a robust clinical reasoning and decision-making process to correctly direct patient management. 4. Reflect critically on their own professional practice and demonstrate awareness of their self-limitations and the ability to seek further advice as required. 5. Reflect critically upon the roles of other professions within the practice setting and the value of interprofessional collaboration. | * Clinical Case Study   3000 words (50%)   * Objective Structured Clinical Examination   45 mins (50%)   * Portfolio of Competency (10 cases) pass/fail   Each student must have a qualified medic or advanced practitioner in the work place who will act as the primary work-based trainer |
| **HEAL435**  **(Approved module)** | **Clinical Skills and Diagnostics in Neurology** | 2 | 20 | 7 | 1. Demonstrate in-depth knowledge and understanding of gross and radiological neuroanatomy and its application to physical examination. 2. Apply and evaluate critically the key elements of clinical history taking using a systems-based approach for specific patient groups to inform the objective physical examination. 3. undertake a safe and comprehensive physical examination of the patient after obtaining full and informed consent​ 4. Analyse critically the clinical and physical information gained from history taking and physical examination using a clinical reasoning process to correctly direct patient management. 5. Reflect critically on their own professional practice and demonstrate awareness of their self-limitations and the ability to seek further advice as required to safeguard patients. 6. Reflect critically upon the roles of other professionals within the practice setting and the value of interprofessional collaboration. ​ ​ | * Portfolio of competency (10 cases) * Case study * Reflective assignment on professional development.   Each student must have a qualified medic or advanced practitioner in the work place who will act as the primary work-based trainer |
|  | **HEAL444**  **(Approved module)**  **HEAL445**  **(Approved module)** | **Non-Medical Prescribing**  **(Both modules need to be taken concurrently)** | 1&2  1&2 | 20  10 | 7  7 | 1. To critically assess and safely review a patient's diagnosis, treatment regime and prescribing options. 2. To establish a relationship based on trust, mutual respect and recognising patients as partners in the prescribing consultation. ​ 3. To participate in the review and development of safe prescribing practice to optimise patient outcomes 4. To demonstrate a critical appreciation and ability to work within local and national policies, processes and systems that impact on prescribing practice 5. To recognise the limitations of their role and that of other healthcare disciplines, and understand how their own prescribing impacts on the wider healthcare community​ 6. To analyse critically the multidimensional factors related to safe prescribing within the current health care climate​ 7. To accurately calculate drug doses 8. To demonstrate the safe use of medicines through critical reasoning 9. To critically evaluate the root causes of common medication errors | * Written examination   120 mins Pass/fail   * Clinical examination   60 mins pass/fail   * Portfolio of prescribing practice which contains the statement of practice competency, signed by the DMP prescribing supervisor, together with the logged records of prescribing practice. In addition, a 3000 word (+/- 10%) critical reflection of a prescribing case study (100%)     Assessment of practice competence is delegated to suitably qualified practitioners in the workplace.   * Examination   45 mins (pass/fail)   * Written examination   90 mins (100%) |
|  | **HEAL415**  **(Approved Module)** | **Therapeutic Communication** | 1 | 20 | 7 | 1. Reflect critically upon the therapeutic role of the advanced practitioner within the context of communication skills, the effectiveness of personal communication skills and explore individual learning needs in relation to communication skills acquisition. 2. Analyse critically and apply the evidence base underpinning effective communication identifying factors that enhance and impede communication in a range of healthcare contexts. 3. Evaluate critically strategies to elicit and respond to client’s problems, concerns and feelings and apply information-giving approaches to tailor complex information to the specific needs of patients, carers, and families. 4. Apply knowledge of the ways in which individuals cope with significant health-related information and the degree to which coping is affected by communication and its impact upon subsequent behaviour.​ | * A 5000-word critical review of therapeutic communication skills to demonstrate development of the therapeutic communication skills necessary for advanced clinical practice by identification of the student's own needs and challenges and subsequent design of a suitable action plan. The student is required to demonstrate their ability to reflect upon their current practice in context, complete a self-assessment and Strengths Weaknesses Opportunities Threats (SWOT) analysis, discuss critically specific strategies relating to effective therapeutic communication and finally to complete a detailed action plan for ongoing future development of therapeutic communication skills relevant to their own area of practice. |
|  | **HEAL443**  **(Approved module)** | **Supporting Learning in Professional Practice** |  | 20 | 7 | 1. Discuss critically the key aspects of the development of an effective learning environment in the mentor / educator role 2. Explore critically how knowledge of pedagogy underpins the facilitation of learning 3. Appraise critically learning styles and consider how knowledge of this can facilitate learning​ 4. Evaluate critically assessment practices and consider how this applies to the mentor / educator role​ 5. Evaluate critically, the concept of interprofessional working and learning in everyday working practice​ 6. Explore critically how cultural differences can impact upon facilitation of learning and the process of mentoring 7. Critically reflect upon their own ability and role in facilitating learning​ | * Portfolio: 5000 words (100%)   Practitioners are required to complete an observed teaching which will take place in the workplace. A critical reflection of the process: this assessment will be presented in the form of a portfolio which will address each of the learning outcomes. |
|  | **HEAL403 & HEAL446**  **(Approved module)** | **Negotiated work-based learning** | 1&2 | 20 | 7 | 1. Identify an area of interest and critically examine the approaches to work-based learning by reference to existing theories and practice. 2. Appraise critically the application of their skills in independent and self-directed learning through the negotiation and creation of a learning contract which provides the focus for their topic. 3. Reflect critically upon their in-depth knowledge of the theory underpinning the development of new practice skills. 4. Reflect critically and evaluate their competencies in their chosen area of enhanced practice skills. 5. Construct critically and apply theoretical and practice knowledge to solve complex problems. 6. Critically reflect upon practice and their awareness of self-limitation in the delivery of health and social care to enhance service user care | * Negotiation and writing of a learning contract  1. Words (20%)  * Critical reflection of practice  1. Words (80%)  * Evidence of achievement of enhanced/advancing practice skills   Pass/fail |
|  | **HEAL462**  **(Approved Module)** | **Managing Risk and Vulnerability in Clinical Settings** | 1 | 20 | 7 | 1. Identify potential risks for vulnerable individuals in clinical settings and reflect on potential risk mitigation and management strategies. 2. Evaluate critically theories of decision making and apply them to professional practice and the management of vulnerable patients within complex clinical environments. 3. Reflect critically on the role of the multidisciplinary team in the assessment, diagnosis and management of patients in complex clinical environments. | * Case report   4500 words (100%)  This case report will link directly to the apprentice/ students’ area of clinical practice. It will comprise of the following elements: the area of risk, the risk assessment, and the decision-making process undertaken. The apprentice/student will then reflect on the outcome and critically consider future actions and interventions |
|  | **HEAL422**  **(New module)** | **Concepts of Management in Musculoskeletal Trauma** | 2  Online | 20 | 7 | 1. Demonstrate in-depth knowledge in relation to the key elements of subjective and objective examination procedures for musculoskeletal trauma patients using a systems-based approach. 2. Evaluate critically current concepts of trauma management for preoperative and non-operative patients in relation to the presenting signs and symptoms. 3. Analyse critically the current concepts utilised in the management of patients with MSK trauma in the context of the evidence base with particular reference to the surgical pathways and post-operative management. 4. Evaluate critically the potential complications that may occur in the preoperative and postoperative management of patients with musculoskeletal trauma. 5. Reflect critically upon their clinical decision-making including the identification of potential ethical dilemmas and areas of clinical risk using an evidence-based approach. 6. Reflect critically upon their own development with emphasis on the identification of professional learning needs. 7. Appraise critically the limitations of their role and that of other disciplines within the practice setting. | * Poster presentation: To analyse critically the current concepts utilised in the management of patients with MSK trauma (30%). * Portfolio and critical reflection assignment (70%). |
|  | **RADT751**  **(Approved module)** | **Magnetic Resonance Imaging (MRI) in Radiotherapy** | 2  Online | 20 | 7 | 1. Critically evaluate the relevance of different MRI sequences for imaging a range of anatomical sites 2. Critically evaluate the impact of MRI in radiotherapy planning on patient dosimetry and outcome 3. Generate critical appraisal of published findings relevant to MRI in radiotherapy 4. Critically evaluate the current and emerging role of MRI in radiotherapy for a chosen tumour site | * Critical appraisal  1. Words (40%)  * Assignment: critical evaluation of role of MRI in agreed tumour site  1. Words (60%) |
|  | **RADT750**  **(Approved module)** | **Advancing Practice in Prostate Cancer Management and Patient Care** | 2  Online | 20 | 7 | 1. Examine critically the professional policy, current guidance and evidence base relating to the management of prostate cancer. ​  ​​ 2. Evaluate critically the decision making, risk assessment and therapeutic intervention in relation to the management and holistic care of the prostate cancer patient. 3. Evaluate personal professional development in the field of prostate cancer management through self-reflection. | * Article suitable for publication in a professional journal: literature review, case study or other (scope of practice dependent)  1. Words (70%)  * Critical Reflection on own Learning Journey  1. Words (30%) |
|  | **RADT755**  **(Approved module)** | **Taking Pride in Cancer Care: Person-Centred Care for LGBTQ+ People with Cancer** | 1  Online | 20 | 7 | 1. Critically evaluate the impact of the political, legal, religious, and social context of LGBTQ+ health inequalities on holistic cancer care. 2. Critically evaluate the impact of cancer diagnosis and management on LGBTQ+ people with reference to theoretical frameworks . 3. Synthesise a critically appraised care plan relevant to a LGBTQ+ patient in cancer care. 4. Develop evidence-based strategies to improve the cancer care experiences of LGBTQ+ people. | * Presentation: This assignment requires learners to develop and present an evidence-based staff training update presentation and accompanying handout that identifies and addresses relevant issues impacting on LGBTQ+ patients within cancer care (50%) * Assignment: Requires learners to choose from one of the provided LGBTQ+ patient cases and submit an evidence-based care plan that identifies and addresses relevant issues impacting on their cancer care (50%). |
|  | **PHTY401**  **(Approved module)** | **Diagnosis and Triage of Lower Limb Musculoskeletal Conditions** | 2 | 20 | 7 | 1. Evaluate critically the key elements of subjective and objective examination procedures for lower limb musculoskeletal disorders using a systems-based approach. 2. Reflect critically upon clinical decision-making using evidence-based practice. 3. Analyse critically normal and abnormal assessment findings including diagnostic tests to identify appropriate management pathways for relevant musculoskeletal and non-musculoskeletal lower limb disorders. 4. Critically apply the findings from patient examination and the differential diagnosis in order to establish an effective patient treatment plan using a clinical reasoning process. 5. Reflect critically upon their own development with emphasis on the identification of professional learning needs. 6. Analyse critically their practice with regard to the identification of potential areas of risk within their immediate work environment. 7. Demonstrate the ability to recognise the limitations of their role and that of other disciplines within the practice setting. ​ | * Assignment with supporting Portfolio of Evidence.  1. Words (100%)   A Portfolio of Evidence including critical reflection commentaries which identifies how the student has met the learning outcomes Learning Outcomes 1, 2, 3, 4, 5, 6 & 7. A template exists to guide students in the completion of the portfolio |
|  | **PHTY403**  **(Approved Module** | **Concepts of management of Upper Limb Musculoskeletal Conditions** | 2 | 20 | 7 | 1. Discuss critically the theories which underpin the management of upper limb musculoskeletal conditions. 2. Discuss and evaluate critically these theories in relation to current philosophies of treatment. 3. Analyse critically upper limb movement dysfunction, in order to identify problems and plan evidence-based treatment. 4. Discuss and evaluate critically the appropriate evidence base related to upper limb management in order to inform treatment planning. 5. Reflect critically upon their clinical decision-making including the identification of potential ethical dilemmas and areas of clinical risk using an evidence-based approach. 6. Evaluate critically the use of outcome measures in upper limb rehabilitation. | * Assignment (4500 words) with a supporting Portfolio of Evidence (70%). * Poster presentation (1500 words) with a focus on upper limb outcome measures (30%). |
|  | **PHTY405**  **(Approved module)** | **Diagnosis and Triage of Spinal Musculoskeletal Conditions** | 2 | 20 | 7 | 1. Evaluate critically the key elements of subjective and objective examination procedures for spinal musculoskeletal disorders using a clinical reasoning process. 2. Reflect critically upon clinical decision-making using evidence-based practice. 3. Analyse critically normal and abnormal assessment findings including diagnostic tests to identify appropriate management pathways for musculoskeletal and non-musculoskeletal spinal disorders. 4. Apply critically the findings from patient examination and the differential diagnosis in order to establish an effective patient -centred management strategy. 5. Reflect critically upon their own development with emphasis on the identification of professional learning needs. 6. Demonstrate the ability to recognise the limitations of their role and that of other disciplines within the practice setting. | * Written assignment which reviews the student's management of a spinal musculoskeletal condition in relation to the evidence base. Learning outcomes 1,2,3 & 4 * 4500 words (75%) Reflective commentary on the student's development as an advanced musculoskeletal spinal practitioner. learning outcomes 5 & 6  1. Words (25%) |
|  | **HEAL449**  **(Approved Module)** | **The Fundamentals of Medical Image Interpretation** | 1 | 20 | 7 | 1. Analyse critically and systematically, medical images within their scope of practice. 2. Evaluate critically, the purpose of a medical image and determine its influence on patient management. 3. Discuss critically, the underpinning evidence base that informs the legal, ethical and decision-making processes of medical image interpretation. ​ 4. Recognition of normal and abnormal image appearances relevant to the defined anatomical regions in the module. | * Examination Onscreen image viewing examination   60 mins (50%)   * Analysis of clinical scenario  1. Words (50%) |
|  | **ORTH410**  **(Approved module)** | **Neurology for Advanced Clinical Practice** | 1 | 20 | 7 | 1. Explore critically the pathophysiology of neurological conditions and their impact on function. 2. Evaluate critically the clinical investigations employed in the assessment of neurological conditions. 3. Discuss critically the clinical management of neurological conditions and associated complications and the role of the multidisciplinary team in the care of this patient group. 4. Demonstrate the ability to recognise the limitations of their role and that of other disciplines within the practice setting. | * Video Presentation/ Log:   The student will be required to produce a 20-minute video presentation/ video log examining the role of the multidisciplinary team in the care of patients with a neurological condition of their choice (40%).   * Critical Review (2500 words):   This will be a critical review of the evidence base for an aspect of management of a neurological condition chosen by the student (60%). |
|  | **ORTH413**  **(Approved module)** | **Neuro-Opthalmic Advanced Clinical Practice** | 1&2 | 20 | 7 | 1. Critically appraise the ophthalmic and medical investigation options employed in the investigation of neuro-ophthalmic disorders making appropriate selections using advanced clinical reasoning skills. 2. Critically analyse the findings from neuro-ophthalmic and medical investigations to make an appropriate diagnosis using advanced clinical reasoning skills. 3. Critically evaluate the clinical management of neuro-ophthalmological conditions applying evidence-based practice and patient centred decision-making processes. 4. Reflect critically upon own development with emphasis on the identification of professional learning needs. 5. Demonstrate the ability to recognise the limitations of their role and that of other disciplines in the care of patients with neuro-ophthalmic conditions. | * Clinical Portfolio (2000 words): To enable the student to document, reflect and critically analyse practice in their own clinical setting in relation to the material covered within the module (50%). * Practical Clinical Competency: Students will be required to provide evidence of acquisition of additional skills acquired during the module, in the form of a qualified mentor (i.e., ophthalmologist/ neuro-ophthalmologist) sign off for each new skill (Pass/Fail). * Critical review (2000 words): A critical review of the evidence base for the management of a neuro-ophthalmological condition chosen by the student. |
|  | **CANC701 & CANC7012**  **(Approved modules)** | **Developing Practice in Chemotherapy Administration and Care** | 1&2 | 20 | 7 | 1. Demonstrate a critical understanding of the biological principles of systemic anticancer therapies (SACT) and their implications for safe practice. 2. Appraise critically the physical and psycho-social impact of SACT on the patient and those important to them. 3. Analyse critically the clinical judgment and decision-making skills required to safely assess, plan, deliver and care for patients receiving SACT. 4. Evaluate critically the provision of supportive care and management identifying strategies to improve the SACT patient experience and outcomes through service development. 5. Demonstrate competency in the safe delivery of SACT | * Presentation (20 Minutes): Verbal presentation to peers, of the identified service improvement need and potential improvement strategy which is directed at service leads in their Trust asking for funding/support for their service development idea (20%). * Clinical Practice (Minimum 75 hours): Completion of a Clinical Practice Competency Portfolio, where learners are expected to demonstrate competency related to the SACT passport competency framework. Mentors in practice will assess the student against the portfolio requirements (Pass/Fail). * Written assignment (3000 words): Critical analysis of current practice in relation to service improvement need and potential improvement strategy (80%) |
|  | **CANC702**  **(Approved module)** | **Developing Practice in Palliative and End of Life Care** | 2 | 20 | 7 | 1. Critically appraise key palliative care principles in the context of the wider impacts of living with progressive life-limiting illness and professional attitudinal approaches/behaviours requirements. 2. Critically appraise how strategies (e.g., global, national, and local) have influenced palliative/end of life care initiatives and focus for your organisation and the challenges that still exist in practice. 3. Critically consider and apply evidence based therapeutic approaches that aim to positively influence quality of life outcomes and well-being. 4. Critically contextualise and align relevant ethico-legal considerations to specific clinical palliative and/or end of life care context. 5. Contextualise own role, critically aligned to multi-professional team working in co-ordinating effective palliative and/or end of life care delivery. | * A critical reflection of their own knowledge, skills and attitudinal approaches acquired and applied in practice. (1500 words. (30%). * A written critical review exploring theory versus practice, where learners identify a practice issue/gap and devise a proposal for development and use of a practice-based resource that aims to address the gap/need. (3,500 words) (80%). |
|  | **CANC703**  **(Approved module)** | **The Cancer Survivor – Developing practice supporting those living with the consequences of cancer and cancer treatment** | 1 | 20 | 7 | 1. Contextualise the concept of cancer survivorship in relation to the broad impact (e.g., physical, functional, psychological, relational, financial etc) on quality of life and well-being for those living with and beyond cancer and their families. 2. Critically appraise contemporary cancer survivorship related agendas and policy drivers (e.g., local, national, and global) against current practice/local service approach, including any ethical considerations that arise. 3. Critically reflect on the role and remit of health promotion activities (e.g., self-management strategies, changing behaviours) and helpful communication approaches in the context of the enabling process in cancer survivorship. 4. Demonstrate critical application of your role, and that of a multi-professional teamwork approach, in proactively and holistically meeting individual needs of those living with and beyond cancer. 5. Critically develop and propose an evidence-based initiative that aims to address an identified practice/service gap in the context of enhancing care and support of those living with and beyond cancer. | * A 4000-word critical review and proposing an evidence-based initiative that aims to address an identified gap in practice/service (100%). |