



MSc Advanced Practice (Clinical Practitioner) Apprenticeship Programme Specification

Academic Year:	2020-21
Degree Awarding Body:	University of Bradford
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] MSc Advanced Practice (Clinical Practitioner) Postgraduate Diploma Advanced Practice (Clinical Practitioner) Postgraduate Certificate Professional Healthcare Practice
Programme accredited by (if appropriate):	Prescribing Elements approved by NMC, HCPC, GPhC
Programme duration:	Part time: Postgraduate Certificate – 1 year Postgraduate Diploma 2 years MSc – 3 years
Date last confirmed and/or minor modification approved by Faculty Board	January 2021

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant’s offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

Experienced nurses and healthcare practitioners now have the opportunity to take on challenging roles, working across professional, organisational and system boundaries to meet diverse patient needs (Francis 2013, DOH 2013, HEE 2017). Healthcare practitioners

working towards these senior professional roles, often at the forefront of innovative practice, are expected to undertake master's level education (IfAaTE 2019, HEE 2017). The programme is designed to develop the skills in complex reasoning, critical thinking and analysis required to undertake these roles. The awards offers trainees the opportunity to apply knowledge to a range of clinical and professional situations through reflection and practice experience, supported by a Clinical Supervisor. Learning and Teaching is designed to equip students with skills in using a range of information, data, tools and techniques to improve the quality of patient care and health outcomes as well as demonstrate impact and value. There is a focus on patient safety, risk assessment and risk management within a clinical governance context.

This programme utilises the Institute for Apprenticeship and Technical Education (IfAaTE 2019) apprenticeship standards to create a programme of study eligible for funding through the Apprenticeship Levy culminating in the award MSc Advance Clinical Practice. Explicitly meeting the requirements and requests of local Health care organisation employer's and Health Education England (HEE) to meet the needs for a changing diverse workforce within a modern organisation.

The Faculty of Health is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across the West Yorkshire and Harrogate Region and wider. The Faculty focus on excellence though knowledge, advanced practice, research, leadership and education the four pillars of advanced practitioners to support the future sustainability of the individuals, through lifelong learning and improved employability and thereby influencing the future adaptability of individual organisations and service delivery to promote change.

Programme Aims

The programme is intended to:

Provide an educational framework with some optionality that is vocationally relevant, which meets students professional development needs, as well as the organisational needs of employers.

- Provide opportunities for inter-professional teaching and learning to share the knowledge, skills and experience common to a range of different health and social care disciplines.
- Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC, GPhC and HCPC and recognised National benchmarks.
- Stimulate students to become a self-directed learner who is motivated to sustain and advance their own continuous professional learning.
- Develop student's clinical skills, knowledge and critical understanding to an advanced level, applicable to their own field of practice.
- Further develop student's cognitive and practical skills to undertake data synthesis, complex problem solving and risk assessment.

- Prepare students to become an autonomous practitioner, to work in advanced Clinical Practitioner roles with high levels of accountability.
- Develop students as a practitioner who will innovate, promote evidence informed practice and improve service user outcomes.
- Develop students as a leader with skills and confidence, to act as a role model, supporting the professional development of colleagues and the work of their organisation.
- Develop students as a critically reflective, competent leader who will manage service development towards effective, sustainable, inclusive, fair and ethically sensitive service provision.
- Develop their understanding of the theoretical constructs underpinning research or project management.
- Demonstrate how the findings can influence practice and policy.

Programme Learning Outcomes

The MSc/Postgraduate Diploma/Postgraduate Certificate Advance Practice (clinical Practitioner)- Apprenticeship programme learning outcomes are compatible with the Framework for Higher Education Qualifications (FHEQ, 2008).

To be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

- LO1 Develop a detailed knowledge and critical understanding of the literature and theoretical concepts that relate to their specialist field of practice.
- LO2 Critically analyse and apply the research evidence that informs the development of policy and service delivery in their specialist field of practice
- LO3 Demonstrate mastery of clinical or practical skills for the management of complex issues within their field of practice.
- LO4 Apply knowledge of anatomy and physiology to undertake advanced assessment, diagnosis, complex care planning, health promotion and evaluation appropriate to their area of practice.
- LO5 Reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice within their specialist field or practice.
- LO6 Develop and demonstrate the ability to articulate sound arguments and justify decisions using a variety of formats including written and oral communication skills.
- LO7 Demonstrate advanced communication skills, problem solving and risk assessment in their area of clinical practice.

- LO8 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs.
- LO9 Demonstrate the ability to use IT skills to gather and synthesise information, to access programme materials. Apply knowledge of service improvement and re-design theory in their own area of practice.
- LO10 Critically reflect on their leadership skills and apply their knowledge to support the professional development of colleagues and the work of their organisation.
- LO11 Prescribe safely and effectively within their own area of expertise (optional).
- LO12 Critically analyse clinical governance issues, service improvement and patient safety issues in the context of their area of practice.

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

- LO13 Demonstrate their understanding of the theoretical constructs underpinning research and project management.
- LO14 Apply research skills to influence and improve practice and policy in their area of practice.
- LO15 Apply research and project management skills and demonstrate their ability as an autonomous learner to complete an extended project.

Curriculum

The MSc Advance Practice (Clinical Practitioner) – Apprenticeship is an Integrated Apprenticeship degree consisting of 3 core and 1 optional 30 credit modules, a 40 credit final stage work based project and 20 credit End Point Assessment (EPA).

Prior to the EPA being completed an agreement must be reached by the university and employer that the trainee has fulfilled all the gateway criteria to be eligible to undertake the EPA. This will be achieved through a tripartite meeting with the trainee's clinical supervisor, employer and personal academic tutor immediately following successful completion of the final stage work-based project to enable the EPA to be completed within three months of the dissertation submission.

Postgraduate Diploma

Trainees will be eligible to exit with the award of Postgraduate Diploma Professional Healthcare Practice if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Degree of Master

Trainees will be eligible for the award of Degree of Master Advanced Practice (Clinical Practitioner) if they have successfully completed 160 credits including the core modules and achieved the award learning outcomes and successfully completed the 20 credit Apprenticeship End Point Assessment resulting in a total of 180 level 7 credits.

The final 60 credits of the programme consists of two separate modules, the first a 40 credit work based dissertation and the second a 20 credit end point assessment. These two discrete modules share links in their assessment focus. The findings of that the work based dissertation concludes are used to inform a 1500 word change report and 25 minute presentation within the end point assessment. The final component of assessment in the end point assessment module is an open book exam based on three prepared case studies.

The non-medical prescribing module is a core module on this programme which is a recordable qualification with the NMC, GPhC and HCPC.

This award does not confer eligibility to register as a practitioner with the NMC, GPhC or HCPC.

Programme structure over three years for the MSc:

Year 1 – 2 x 30 credit modules, 1 per semester

Year 2 – 2 x 30 credit modules, 1 per semester

Year 3 – 1 x 40 credit dissertation and End Stage Assessment module

Curriculum Table

Structure including module optionality

*Students can only take one of these options (PRE7003-C or PRE7004-C)				MSc Advance Practice (Clinical Practitioner)- Apprenticeship
Module Code	Module Title	Credits	Semester	
LEM7011-C	Leadership for Advanced Practitioners	30	1 or 2	
NUR7034-C	Applied Pathophysiology and Pharmacology in Acute and Long-term Conditions	30	1	
NUR7063-C	Urgent Care (Minor Injuries/Illness)	30	1	
PRE7003-C	Prescribing for Pharmacists	30	1 or 2	
PRE7004-C	Prescribing for Healthcare Professionals	30	1 or 2	
PRP7005-C	Advanced Physical Assessment and Clinical Decision Making Skills	30	2	
RES7014-D	Pursuing a Work based Dissertation	40	1 or 2	

RES7015-B	Advanced Clinical Practitioner End Stage Assessment	20	2 or 3	C
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Programme learning outcomes mapped to Modules Learning Outcomes.

Programme learning outcome	NUR7063-C Urgent Care Minor Injuries/Illness	NUR7034-C Applied pathophysiology & Pharmacology in acute and long term conditions	PRP 7005-C Advanced Physical Assessment Skills and Clinical Decision Making-Core	PRE7002-C Prescribing for Healthcare Professionals PRE7003-C Prescribing for Pharmacist- Core	LEM 7011-C Leadership for Advanced Practitioners- core	RES7014-D –Pursuing a Work Based Dissertation (40 Credits)- core	RES7015-B Advanced Clinical Practitioner End Stage Assessment- core
LO1	x	x	x	x		x	
LO2	x	x		x	x	x	x
LO3	x	x	x	x			
LO4	x	x	x				
LO5	x	x	x	x			
LO6	x	x	x	x		x	x
LO7	x	x	x	x			
LO8	x	x	x	x	x	x	x
LO9	x	x	x	x	x	x	x
LO10					x	x	x
LO11					x		x
LO12	x	x	x	x			
LO13	x	x	x	x	x	x	x
LO14						x	
LO15						x	x
LO16						x	

Apprenticeship standards mapped to Module Clinical Competencies assessment

Apprenticeship standards		Advanced Clinical Practice						Education						
		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	
LEM7011-C	Leadership for Advanced Practitioners							x			x		x	

NUR7034-C	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions	x	x	x	x	x	x	x	x		x				
NUR7063-C	Urgent Care (Minor Illness/Injuries)	x	x	x	x	x	x	x	x		x				
PRE7004-C/ PRE7003-C	Prescribing for Healthcare Professionals/ Prescribing for Pharmacists	x	x	x	x		x	x	x	x					
PRP7005-C	Advanced Physical Assessment and Clinical Decision-Making Skills	x	x	x	x	x	x	x			x				
RES7014-D	Purusing work-based dissertation									x		x			
RES7015-B	Advanced Practitioner End Stage Assessment	x	x	x	x	x	x			x		x	x		
Apprenticeship standards		Leadership					Research								
		3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	
LEM7011-C	Leadership for Advanced Practitioners	x		x	x	x	x	x	x	x					
NUR7034-C	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions						x	x	x			x	x		
NUR7063-C	Urgent Care (Minor Illness/Injuries)						x	x	x			x	x		
PRE7004-C/ PRE7003-C	Prescribing for Healthcare Professionals/ Prescribing for Pharmacists				x	x	x	x		x		x	x		
PRP7005-C	Advanced Physical Assessment and Clinical Decision-Making Skills					x	x	x		x	x	x	x		
RES7014-D	Purusing work-based dissertation	x	x			x							x	x	

RES7015-B	Advanced Practitioner End Stage Assessment	x	x											
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Learning and Teaching Strategy

Whilst following this programme of study, trainees will engage with learning through a range of teaching methods. These methods will be dependent on modules studied, however student-centred approaches to learning are a feature of the modules and trainees will be expected to take responsibility for their learning as they develop their academic skills. The module delivery requires attendance study day attendance delivered either weekly or in blocks dependent on the module, supported by self-directed and work-based learning supported by an employer named clinical supervisor, When devising the students individual training plan with an academic advisor, trainees will be informed regarding which attendance methods are utilised for which module.

The learning and teaching strategy has been designed so that trainees have the opportunity to develop theoretical understanding, research informed knowledge and critical thinking (Programme LOs 1, 2, 5, 6, 8, 13), to develop a range of skills appropriate to their professional field organisation and workplace setting (Programme LOs 3, 4, 7, 10, 11, 12). Trainees will also develop their skills and knowledge of research which they will apply to their practice area (Programme LOs 9, 14, 15 and 16).

The modules and courses nested within the framework offer trainees the capacity to acknowledge and build upon the knowledge and skills they may have acquired through previous learning experiences including those in the work place.

A trainee's course of study will expose them to a range of different teaching, learning and assessment techniques required to achieve the learning outcomes.

The teaching approaches that are used across the Faculty of Health are informed by the University and Faculty core values which are for teaching and learning to be: Research informed, Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. Trainees may experience these across their choice of modules in order to meet both the aims of the programme and their learning outcomes which may include any number of the following:

- Synchronous and asynchronous research informed lectures: To a group of Trainees where information will be presented and discussed.
- Facilitated seminars and group discussion: Where learning will be through the interpretation and critical application of information and group learning.
- Tutorial: Where small group number of Trainees reflect upon and discuss issues related to their learning.
- Work-based learning: Where learning is directed at consolidating skills in relation to theory and best practice, enabling Trainees to advance their competence in their field of practice.
- Use of Web based virtual learning environments such as Canvas: To access information and to interact with other students undertaking group work or developing wikis.
- Directed reading: Where set reading is provided.

- Self-Directed learning: Where students are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.
- Undertaking a clinical project which is shaped by their own self-directed learning needs and the learning outcomes at MSc level.

Trainee will be expected to develop an autonomous learning style and become self-directed as a learner.

Assessment Strategy

Trainee learning will be assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches:

- Written essay
- Reflective case study
- The development of a reflective portfolio
- Completion of set number of competencies
- Completion of a set number of clinical contacts
- Practical examination
- Computer based Multiple Choice Question examination
- Computer based open book examination
- Seminar presentation
- Objective structured clinical examination (OSCE)
- Completion of a Work Based Project
- End Stage Assessment including a presentation based on outcomes from workbased project.

Some of these teaching and assessment strategies may change over time and through the ongoing development of the courses.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

However, there are 2 exceptions to these regulations as listed below:

1. Trainees are permitted an automatic second attempt at assessment at the next available opportunity, prior to a Board of Examiners meeting taking place.

2. For all modules with a clinical component every element of the assessment must be passed at 40%, the pass requirement will be clear on individual module descriptors.

Admission Requirements

Apprenticeship

A registered qualification with a UK professional regulatory organisation.

A Trainee ACP position- with a Health Organisation in West Yorkshire and Harrogate or other HEE region supporting apprenticeship development of Advanced Clinical Practitioners.

An identified clinical supervisor within hosting health care organisation

Have GCSE English Language or English Literature and mathematics at grade 4 or above, or grade C or above if awarded under the previous GCSE grading scheme, or Level 2 Functional Skills in mathematics and English (unable to pass through gateway without this)

University

- A first degree in a relevant subject area, NVQ level 6 or equivalent or a relevant postgraduate qualification.
- Or
- An academic waiver can be requested for trainees with significant work -based experience without a first degree. Nursing only became a graduate exit occupation in the last 4-5 years; there may therefore be a few trainees that require a waiver based on occupational experience rather than academic credits.

Computer literacy courses are available for people new to information technology and both the Academic Skills Service and the Disability Office can provide support to students who have a disability. Dyslexia screening is also available. For further information please see <http://www.brad.ac.uk/about/structure-and-organisation/faculties-and-departments/student-support-and-professional-services/#d.en.139100>

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide exemptions from specified modules or parts of the programme.

References

Department of Health (2013) The Cavendish Review

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/236212/Cavendish_Review.pdf (accessed 06/01/2020)

Francis R., (2013) The Mid Staffordshire NHS Foundation Trust - Public Inquiry - Chaired by Robert Francis QC
<https://webarchive.nationalarchives.gov.uk/20150407084231/http://www.midstaffspublicinquiry.com/report> (accessed 06/01/2020)

Institute for Apprenticeships and Technical Education (2019) Advanced Clinical Practitioner Degree (STO564) <https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/> accessed 06/01.2020

Institute for Apprenticeships and Technical Education (2018) End Point Assessment Plan Integrated Degree Apprenticeship for Advanced Clinical Practitioner at Level 7
<https://www.instituteforapprenticeships.org/media/1696/advanced-clinical-practice-assessment-plan-for-publication-march2018.pdf> accessed 27.2.2020

QAA (2008) Higher education credit framework for England: guidance on academic credit arrangements in higher education in England https://www.qaa.ac.uk/docs/qaa/quality-code/academic-credit-framework.pdf?sfvrsn=940bf781_12 (accessed 06.01.2020)

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Specification reformatted and made accessible	January 2021