

MSc Advanced Clinical Practitioner Apprenticeship Programme Specification

www.brad.ac.uk/courses/apprenticeships/advanced-clinical-practice-apprenticeship/

Academic Year:	2021/22
Degree Awarding Body:	The University of Bradford
Subject Benchmark:	Health Studies (QAA 2019)
Target Award:	Degree of Master of Science, Advanced Clinical Practitioner [FHEQ Level 7]
Interim/exit awards:	Postgraduate Diploma Advanced Clinical Practitioner [FHEQ Level 7]; Postgraduate Certificate Enhanced Clinical Practitioner [FHEQ Level 7]
Accreditation:	Prescribing Elements approved by NMC, HCPC, GPhC
Admissions:	September and January
Modes of Study:	36 months Part-time (MSc); 24 months (PGDip); 12 months (PGCert)

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.

Minor Modifications Schedule

1. May 2021: Annual changes for 2021/22 academic year
2. September 2021: Specification updated to reflect changes made to the standard entry programme
3. April 2022: Specification reformatted and made more accessible, links checked, typos corrected

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, DH 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 2018, HEE 2017). The programme is designed to develop the skills in complex reasoning, critical thinking and analysis required to undertake these roles.

The awards of the MSc Advanced Clinical Practitioner higher degree apprenticeship 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. There is a focus on patient safety, risk assessment and risk management within a clinical governance context. Learning and teaching on the programme 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.

This programme utilises the Institute for Apprenticeship and Technical Education apprenticeship standards (2018) to create a programme of study eligible for funding through the Apprenticeship Levy culminating in the award MSc Advanced Clinical Practitioner, explicitly meeting the requirements and requests of local healthcare organisation employers and Health Education England (HEE) for a changing diverse workforce within a modern organisation.

The Faculty of Health Studies at the University of Bradford 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 through 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 aim of this programme of study is to provide the academic support which in partnership with clinical support from a suitable qualified work-based clinical supervisor and comprehensive work-based learning will enable students to develop the knowledge and clinical competencies to achieve the necessary generic professional and clinical attributes to undertake an Advanced Clinical Practitioner role.

Programme Learning Outcomes

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

1. Critically evaluate appropriate literature and research evidence and apply findings to their clinical practice.
2. Critically analyse and apply the research evidence that informs the development of policy and service delivery in the role of Advanced Clinical Practitioner.
3. Demonstrate mastery of clinical skills for the management of complex issues as an Advanced Clinical Practitioner.
4. Apply knowledge of anatomy and physiology to undertake advanced assessment, diagnosis, complex care planning, health promotion as an Advanced Clinical Practitioner.
5. Critically reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice.
6. Demonstrate the ability to risk assess, problem solve and articulate sound arguments and justify decisions using a variety of formats including written and oral communication skills.

7. Demonstrate independent learning and the critical reflection required for continuing professional development of themselves and others.
8. Provide professional leadership to promote and support the professional practice and colleagues.
9. Prescribe safely and effectively within the role of Advanced Clinical Practitioner.
10. Critically analyse clinical governance issues, service improvement and patient safety issues in the context the role of Advanced Clinical Practitioner

Additionally, to be eligible for the FHEQ Level 7 award of Degree of Master of Science, trainees will be able to:

11. Demonstrate their understanding of the theoretical constructs underpinning research and project management.
12. Apply research, service improvement and re-design theory skills to influence and improve practice and policy in their area of practice.
13. Demonstrate their ability as an autonomous learner to complete an extended project in the planning and execution of a service improvement or audit and evaluation project.

Curriculum

The MSc Advanced 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).

Postgraduate Certificate and Postgraduate Diploma

In years 1 and 2 of the programme, trainees will study and complete 1x 30 credit module per University semester.

Postgraduate Certificate/Diploma Modules

Study Period	Module Code	Module Title	Credits	Module Type
1	NUR7034-C	Applied Pathophysiology and Pharmacology in Acute and Long-term Conditions	30	Option
1	NUR7063-C	Urgent Care (Minor Injuries/Illness)	30	Option
1 or 2	LEM7011-C	Leadership for Advanced Practitioners	30	Core
1 or 2	PRE7003-C	Prescribing for Pharmacists	30	Core •
1 or 2	PRE7004-C	Prescribing for Healthcare Professionals	30	Core •
2	PRP7005-C	Advanced Physical Assessment and Clinical Decision Making Skills	30	Core

- Please note: The non-medical prescribing module is a core module on this programme and is a recordable qualification with the NMC, GPhC and HCPC. Students will register for either PRE7003-C or PRE7004-C depending on their professional background and eligibility. It is not possible to take both modules.

Trainees who have successfully completed at least 60 credits will be eligible to exit with the award of Postgraduate Certificate Enhanced Clinical Practitioner, reflecting that they will not be able to evidence outcomes from their studies to meet standards for advanced clinical practice. Specific standards outcomes achieved are mapped on pages 5 and 6.

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

These awards do not confer eligibility to register as a practitioner with the NMC, GPhC or HCPC.

Degree of Master of Science

The final 60 credits of the programme in Year 3 consists of two separate modules, the first a 40 credit service improvement and evaluation project and the second a 20 credit end point assessment. These two discrete modules share links in their assessment focus. The findings of that the service improvement and evaluation project 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.

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.

Degree of Master Modules

Study Period	Module Code	Module Title	Credits	Module Type
1 or 2	RES7019-D	Service Improvement and Evaluation in Clinical Practice	40	Core
2 or 3	RES7015-B	Advanced Clinical Practitioner End Stage Assessment	20	Core

Trainees will be eligible for the Master's Degree award of Advanced 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. **This award does not confer eligibility to register as a practitioner with the NMC, GPhC or HCPC.**

Apprenticeship Standards 1 and 2 mapped to Module Clinical Competencies

Appenticeship standards		Advanced Clinical Practice								Education			
Modules		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							■			■		■
NUR7034-C	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions	■	■	■	■	■	■	■	■		■		
NUR7063-C	Urgent Care (Minor Illness/ Injuries)	■	■	■	■	■	■	■	■		■		
PRE7004-C/ PRE7003-C	Prescribing for Healthcare Professionals/ Prescribing for Pharmacists	■	■	■	■		■	■	■	■			
PRP7005-C	Advanced Physical Assessment and Clinical Decision-Making Skills	■	■	■	■	■	■	■			■		
RES7019-D	Service Improvement and Evaluation in Clinical Practice									■		■	
RES7015-B	Advanced Practitioner End Stage Assessment	■	■	■	■	■	■			■		■	■

Mapped in 2020 to version 1.0 of the standard ST0564 (Institute for Apprenticeships and Technical Education 2018). Access the website for a full description of these standards.

Apprenticeship Standards 3 and 4 mapped to Module Clinical Competencies

Appenticeship standards		Leadership						Research						
Modules		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	■		■	■	■	■	■	■	■				
NUR7034-C	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions						■	■	■			■	■	
NUR7063-C	Urgent Care (Minor Illness/ Injuries)						■	■	■			■	■	
PRE7004-C/ PRE7003-C	Prescribing for Healthcare Professionals/ Prescribing for Pharmacists				■	■	■	■		■		■	■	
PRP7005-C	Advanced Physical Assessment and Clinical Decision-Making Skills					■	■	■		■	■	■	■	
RES7019-D	Service Improvement and Evaluation in Clinical Practice	■	■			■							■	■
RES7015-B	Advanced Practitioner End Stage Assessment	■	■											

Mapped in 2020 to version 1.0 of the standard ST0564 (Institute for Apprenticeships and Technical Education 2018). Access the website for a full description of these standards.

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 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 Learning Outcomes 1, 2, 5, 7,11,12, 13), to develop a range of skills appropriate to their professional field organisation and workplace setting (Programme LOs 3, 4, 6, 8, 9). Trainees will also develop their skills and knowledge of research and service improvement which they will apply to their practice area (Programme LOs 10,11,13,).

The modules within the programme offer students the capacity to acknowledge and build upon the knowledge and skills they may have developed through previous learning experiences including those in the workplace.

A student's course of study will expose them to a range of different teaching, learning and assessment techniques required to achieve the learning outcomes. Trainees will be expected to develop an autonomous learning style and become self-directed as a learner.

The teaching approaches that are used across the Faculty of Health Studies 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**. Students 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:

- **Research informed lectures:** To a group of students 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 groups of students reflect upon and discuss issues related to their learning.
- **Practical clinical skill sessions** demonstrating evidenced based best practice clinical assessment.
- **Work-based learning:** Where learning is directed at consolidating skills in relation to theory and best practice, enabling students to advance their competence in their field of practice.
- Use of Web based **virtual learning environments** such as Canvas and E- learning packages: To access information and to interact with other students undertaking group work or developing wikis or discussion groups.
- **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 clinically based project** which is shaped by their own self-directed learning needs and the learning outcomes at MSc level.

All students are provided with a personal academic tutor (PAT) who will be both an experience advanced clinical practitioner and university academic. The main focus of the PAT role, in partnership with the module leaders will be to provide academic support to the student to complete this programme of study to the required academic standard. Additional support will be provided by the subject librarians at the university and the academic skills team. Students with specific learning needs can be supported by Disability Services with an individual learning support profile.

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 work-based 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 Postgraduate 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.

Admissions

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond. The University of Bradford welcomes all potential UK applicants who meet the criteria to apply.

Applicants must have successfully secured an Advanced Clinical Practitioner trainee post supported by a training grant from Health Education England before applying.

In addition to the criteria below, all applicants should have GCSE English Language/Literature and GCSE Mathematics qualifications at Grade C/4. Equivalent RQF Level 2 qualifications such as Functional Skills in English and Maths are also acceptable.

Apprenticeship Admission Requirements

- 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

University Admission Requirements

- 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. For example, Nursing only became a graduate exit occupation relatively recently, and applicants may require a waiver based on occupational experience rather than academic credits on this basis.

Please note: this information relates to the contemporary recruitment cycle when this document was published. It may be different for the current cycle. To check the entry tariff in effect, visit the course page: <https://www.bradford.ac.uk/courses/apprenticeships/advanced-clinical-practice-apprenticeship/>

Access

Applications are particularly welcomed from returners to study aged 25 or over at the start of the programme, armed forces families, carers and care leavers, refugees and asylum seekers, and Romani or Traveller families.

All students are offered screening from the Disability Service on entry to the programme to aid identification of any specific learning difficulties. Students will gain access to information which will provide specific study support. Disabled students' applications are considered on the same grounds as all students. Applicants may wish to check with our Disability Service before applying by visiting: www.bradford.ac.uk/disability/before/

Recognition of Prior Learning

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

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 applicants with exemptions from specified modules or parts of the programme: www.bradford.ac.uk/teaching-quality/prior-learning/

References

Department of Health (2013) The Cavendish Review. Published online at <https://www.gov.uk/government/publications/review-of-healthcare-assistants-and-support-workers-in-nhs-and-social-care/> (accessed 28.4.2022)

Francis, R (2013) Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry chaired by Robert Francis QC. London: The Stationary Office, HC 947. Published online at <https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry/> (accessed 28.4.2022)

Health Education England (2017) Facing the Facts, Shaping the Future – A draft health and care workforce strategy for England to 2027. Published online at <https://www.hee.nhs.uk/our-work/workforce-strategy/> (accessed 28.4.2022)

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Institute for Apprenticeships and Technical Education (2018) End Point Assessment Plan ST0564/AP02: Integrated Degree Apprenticeship for Advanced Clinical Practitioner at Level 7, March 2018. Published online at <https://www.instituteforapprenticeships.org/media/5953/st0564-l7-advanced-clinical-practitioner-ap-publication-03032022-1.pdf> (accessed 28.4.2022)

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