

Programme Specification

Programme title: MSc Advanced Clinical Practitioner

Academic Year:	2024/25
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] Final Award; MSc Advanced Clinical Practitioner Exit Awards; Postgraduate Diploma Enhanced Clinical Practitioner Postgraduate Certificate Enhanced Clinical Practitioner
Programme accredited by (if appropriate):	Royal College of Nursing (RCN) Health Education England (HEE); Centre for Advancing Practice Prescribing Elements approved by NMC, HCPC, GPhC
Programme duration:	Part time: MSc – 3 years
QAA Subject benchmark statement(s):	Not applicable
Date last confirmed and/or minor modification approved by Faculty Board	

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

This MSc Advanced Clinical Practitioner programme has been specifically developed to support practitioners eligible to be independent prescribers to develop the clinical knowledge and competencies to undertake the Advanced Clinical Practitioner (ACP) role.

The MSc Advanced Clinical Practitioner programme is led and delivered by experienced Advanced Clinical Practitioners from a range of clinical areas including emergency medicine, primary and community care. This team of clinicians are experienced in both advanced clinical practice and education and work closely with work based clinical supervisors to support students through this programme of study. This helps to ensure excellence is at the heart of everything delivered and the resulting clinical care of practitioners completing this programme of study is of an excellent standard. Students on the programme must be working in a clinical role that enables them to develop the clinical skills required of advanced clinical practitioners. The first year of the programme focuses on the development of the evidence-based knowledge and physical examination skills required by ACPs. The theoretical framework is provided by the university academic team through a combination lectures, seminars and practical sessions, which are then developed in clinical practice working in partnership with the clinical supervisor. Clinical competency is evidenced through the completion of a portfolio verified by the clinical supervisor and clinical and academic assessment is undertaken by the University. The second year of the programme focusses on the leadership skills required by clinicians work in the ACP role and completion of the independent prescribing qualification. The masters programme is completed with the final stage service evaluation and improvement dissertation.

Students that complete the full MSc Advanced Clinical Practitioner programme will be eligible to apply for the HEE Digital 'Advanced' badge.

Those who exit the programme prior to completion of the full MSc Advanced Clinical Practitioner programme will not be eligible for the Digital 'Advanced' badge and as such cannot work as or represent themselves as Advanced Clinical Practitioners.

Depending on their point of exit they may be eligible for the PGC or PGD Enhanced Clinical Practitioner award.

The Faculty of Health Studies has a consistently good record of service user and carer involvement which is integral to this programme. The University vision of a world of inclusion and equality of opportunity where people want to, and can, make a difference is supported by the University of Bradford being awarded the University of the Year for Social Inclusion (Good University Guide, 2020). Research and innovation are an underpinning principle of the University reflected in our works in partnership with Bradford Teaching Hospitals NHS Trust at the Wolfson Centre for Applied Health Research, the work of the Centre includes the Born in Bradford Project.

Experienced 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, NHS 2020, RCN 2018)).

The Advanced Clinical Practitioner role has been identified as a developmental opportunity for a range of healthcare professional roles, often at the forefront of innovative practice, who are expected to undertake master's level education and achieve specific clinical competencies (IfAaTE 2019, HEE 2017, RCN 2018).

The programme content and learning outcomes are based on the following documents:

Multi-Professional Framework for advanced clinical practice in England which outlines the capabilities and key principles for implementation of Advanced Practice.

Standards for Education and Training set by Health Education England encompassing their 7 domains.

Advanced Clinical Practice in Midwifery Capabilities Framework.

Ultimately this programme is designed around the four pillars of advanced practice to develop the advanced competencies in clinical practice, leadership, education and research alongside developing complex reasoning, critical thinking and analysis required to undertake the role of an Advanced Clinical Practitioner. The awards provide students the opportunity to apply knowledge to a range of clinical and professional situations through reflection and practice experience, supported by a work based Clinical Supervisor. Learning and Teaching is designed to equip students with clinical knowledge and competencies 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. The programme is delivered with a significant work-based element where the clinical competencies that students require to undertake the role of an Advanced Clinical Practitioner are developed with the support of their clinical supervisor in clinical practice. The Faculty of Health Studies 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 is on excellence through knowledge, advanced practice, research, leadership and education 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

The Programme Learning Outcomes for the Degree of Master at FHEQ level 7 are listed below. Students that complete the Degree of Master will be able to demonstrate achievement of all listed outcomes, LO1 to LO13.

To be eligible for the award of Postgraduate Diploma at FHEQ Level 7, students will be able to demonstrate achievement of Programme Learning Outcomes LO1 to LO10.

To be eligible for the award of Postgraduate Certificate at FHEQ Level 7, students will be able to demonstrate achievement of Programme Learning Outcomes LO1, LO5, LO6, LO7 and LO8.

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
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 programme is a 180 credit master's level degree with fallback awards of Postgraduate Diploma Enhanced Clinical Practitioner on completion of 120 credits or a Postgraduate Certificate Enhanced Clinical Practitioner on completion of 60 credits.

The master's programme consists of 3 core and 1 optional 30 credit modules, a 60-credit final service evaluation and improvement project. The optional module will be agreed with the student and their clinical supervisor.

Students may wish to have previous accredited learning that form a component of this programme recognised through the University recognition of prior learning process.

This programme of study can be commenced in September or January, students starting in January will have the option of undertaking either the Leadership for Advanced Practitioner or Advanced Physical Assessment module first.

September start		
Year 1	Year 2	Year3
Semester 1 NUR7077-C Minor Illness and Minor Injuries or NUR7078-C Applied Pathophysiology and Pharmacology in Acute and Long-term Conditions for Advanced Practitioners- or MID7016-C Enhanced Maternal Care <i>(this runs across Sem 1 and 2)</i>	Semester 1 LEM7011-C Leadership for Advanced Practitioners – core-	Full academic year RES7018-E Service improvement and evaluation in Clinical Practice – 60 credits- core
Semester 2 and 3 PRP7005-C Advanced Physical Assessment and clinical decision Making- core – MID7014-C Trauma Informed Maternity Care	Semester 2 and 3 PRE7003-C Prescribing for Healthcare Professionals - core or PRE7004-C Prescribing for Pharmacists – core –	

January start		
Year 1	Year 2	Year3
Semester 2 LEM7011-C Leadership for Advanced Practitioners – core- MID7014-C Trauma Informed Maternity Care	Semester 2 PRP7005-C Advanced Physical Assessment and clinical decision Making- core –	Full academic year RES7018-E - Service evaluation and improvement in Clinical Practice – 60 credits- core
Semester 1 NUR7077-C Minor Illness and Minor Injuries or NUR7078-C Applied Pathophysiology and Pharmacology in Acute and Long-	Semester 1 PRE7003-C Prescribing for Healthcare Professionals - core or PRE7004-C	

term Conditions for Advanced Practitioner -or MID7016-C Enhanced Maternal Care (<i>this runs across Sem 1, year 1 and Sem 2, year 2</i>)	Prescribing for Pharmacists – core –	
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Postgraduate Certificate Enhanced Clinical Practitioner

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Leadership for Advance Practitioners	Option	30	Sem 1 & 2	LEM7011-C
7	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions for Advanced Practitioner	Option	30	Sem 1	NUR7078-C
7	Minor Illness and Minor Injuries	Option	30	Sem 1	NUR7077-C
7	Prescribing for pharmacist	Option	30	Sem 1 or 2	PRE7004-C
7	Prescribing for Healthcare professionals	Option	30	Sem 1 or 2	PRE7003-C
7	Advanced Physical Assessment and Clinical Decision-Making Skills	Option	30	NSYR	PRP7005-C
7	Trauma Informed Maternity Care	Option	30	Sem 2	MID7014-C
7	Enhanced Maternal Care	Option	30	ACYR	MID7016-C

Students will be eligible to exit with the award of Postgraduate Certificate Enhanced Clinical Practitioner if they have successfully completed 60 credits and achieved the award learning outcomes.

Postgraduate Diploma Enhanced Clinical Practitioner

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Leadership for Advance Practitioners	Core	30	Sem 1 & 2	LEM7011-C
7	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions for Advanced Practitioner	Option	30	Sem 1	NUR7078-C
7	Minor illness / Minor injury	Option	30	Sem 1	NUR7077-C
7	Trauma Informed Maternity Care	Option	30	Sem 2	MID7014-C
7	Enhanced Maternal Care	Option	30	ACYR	MID7016-C
7	Prescribing for pharmacist or	Core	30	Sem 1 or 2	PRE7004-C
7	Prescribing for Healthcare professionals	Core	30	Sem 1 or 2	PRE7003-C
7	Advanced Physical Assessment and Clinical Decision-Making Skills	Core	30	NSYR	PRP7005-C

Degree of Master Advanced Clinical Practitioner

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Service Evaluation and Improvement in Clinical Practice	Core	60	Sem 1&2 or 2&3	RES7018-E

Students will be eligible for the award of Degree of Master of Science Advanced Clinical Practitioner if they have successfully completed at least 180 credits and achieved the award learning outcomes.

Only students that complete the full MSc Advanced Clinical Practitioner programme will be eligible to apply for the HEE Digital 'Advanced' badge.

Those who exit the programme prior to completion of the full MSc Advanced Clinical Practitioner programme will not be eligible for the Digital 'Advanced' badge and as such cannot work as or represent themselves as Advanced Clinical Practitioners.

Learning and Teaching Strategy

Whilst following this programme of study, students 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 students 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, students will be informed regarding which attendance methods are utilised for which module.

The learning and teaching strategy has been designed so that students have the opportunity to develop theoretical understanding, research informed knowledge and critical thinking (Programme LOs 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). Students 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.

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 clinical based project which is shaped by their own self-directed learning needs and the learning outcomes at MSc level.

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

All students are provided with a personal academic tutor (PAT) who will be both an experienced 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 will be supported by the disability services and an individual learning support profile will be developed.

Assessment Strategy

Students learning will be assessed against the learning outcomes using a range of different assessment techniques which may include one or more of the following approaches:

- Written essay
- Reflective case study/reviews
- 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/VIVA
- Objective structured clinical examination (OSCE)
- Audit Tool development
- Participation in discussion groups
- Conference standard Poster Presentation
- Completion of a Service Audit and evaluation project

Some of these teaching and assessment strategies may change over time and through the ongoing development of the courses. All assessment will be marked using appropriate the level 7 marking rubric for the mode of assessment, which will include feed forward recommendations to support academic development throughout the programme. Students will be encouraged to provide written feedback through the formal module evaluation process and participate in the student and staff liaison meetings to ensure ongoing review and development incorporates the perspective of the students.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below.

<https://www.bradford.ac.uk/governance/ordinances-and-regulations/>

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

1. Students are permitted an automatic second attempt at assessment following assessment committee review 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

- A current healthcare professional registration with the appropriate UK professional body.
- Registered UK health care professionals eligible to undertake independent prescribing qualification.
- Have at least 2 years experience within the healthcare profession they are registered in.
- An identified workplace supervisor who must be a medical practitioner or advanced clinical practitioner with a recognised qualification and 3 years post qualification experience.
- Evidence of contracted working arrangements (paid or voluntary) with the named clinical supervisor for the duration of the master's programme a minimum of 2 days a week including University attendance for the first 2 years of the programme.
- An academic waiver can be requested for Nurses with significant work -based experience and evidence of level 6 study without a first degree.
- This programme of study is not suitable for international students unless they are able to fulfil the above requirements.

Access

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

Recognition of Prior Learning

Applicants are encouraged to explore with the programme lead the potential to import prior level 7 learning into this programme of study. For 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. Examples of prior learning that could be imported into this programme are a level 7 Independent Prescribing qualification from the UOB or other University (HEI), any of the core or optional modules named in the curriculum above completed at the UOB at level 7. If level 7 study has been completed at other HEI that potentially meets the learning outcomes of one of the modules named in the curriculum, then students are encouraged to discuss this with the programme team on an individual basis so eligibility for prior learning to be imported can be established.

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.midstaffpublicinquiry.com/report> (accessed 06/02/2021)

Health Education England (HEE) (2017) Multi-professional framework for advanced clinical practice in England http://allcatsrgrey.org.uk/wp/download/education/medical_education/continuing_professional_development/HEE-ACP-Framework.pdf (accessed 06/02/2021)

Institute for Apprenticeships and Technical Education (2019) Advanced Clinical Practitioner Degree (STO564) <https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/> (accessed 06/02/2021)

NHS (2020) Core Capabilities Framework for Advanced Clinical Practice (Nurses) Working in General Practice / Primary Care in England <https://skillsforhealth.org.uk/info-hub/advanced-clinical-practice-nurses-working-in-general-practice-primary-care-in-england-2020/> (accessed 6.2.2021)

RCN (2018) Section2 Advanced Level Nursing Practice Competencies <https://www.rcn.org.uk/professional-development/publications/pub-006896> (accessed 6.2.2021)

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 06.02.2021)

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Annual update and accessibility reformatting for 2024 academic year	May: 2024