PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	MSc Advanced Clinical Practice (Apprenticeship)
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Allied Health & Advanced Practice
Award Title (including separate Pathway Award Titles where offered):	MSc Advanced Clinical Practice
Pathways (if applicable)	
FHEQ level of final award:	7
Other award titles available (exit qualifications):	Postgraduate Certificate (PGCert) Clinical Assessment Postgraduate Diploma (PGDip) Clinical Assessment
Accreditation details:	
Length of programme:	3 years
Mode(s) of Study:	Part-time
Mode of Delivery:	Work-based learning
Language of study:	English
QAA Subject Benchmark(s):	Master's Degree Characteristics (2020)
Other external reference points (e.g. Apprenticeship Standard):	Advanced Clinical Practitioner (Integrated Degree) Multi-professional Framework for Advanced Clinical Practice in England
Course Code(s):	MSADCPAP
UCAS Code(s):	N/A
Approval date:	August 2023
Date of last update:	August 2024

2. Programme Summary

The MSc in Advanced Clinical Practice (Apprenticeship) will provide those working or seeking to work, at an advanced level, with a programme of learning enabling them to demonstrate the capabilities for Advanced Clinical Practice. The programme offers learning and development in all four pillars of advanced practice (Clinical Practice, Leadership, Education and Research). Content includes evidence-based healthcare, advanced assessment and investigations, biomedicine, diagnosis, reasoning, decision-making, pharmacology and non-medical prescribing – preparing the learner to operate within a contemporary healthcare environment.

The programme incorporates a significant proportion of work-based learning and is therefore designed for those working in a professional setting with access to regular clinical supervision and patient contact. Learners on the standard or apprenticeship pathway will study core and optional modules in a range of topic areas.

Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people's experience and improve outcomes.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Provide the knowledge, skills and professional capabilities required to practice as an advanced clinical practitioner.
2. Provide a multi-professional programme of learning and development in the four pillars of advanced practice.
3. Produce postgraduate practitioners who can use a broad range of evidence-based healthcare material to critically evaluate, gain mastery and use critical reasoning in a range of clinical settings.
4. Provide an exceptional learning experience and facilitate regular clinical and educational supervision, enabling learners to achieve academic and professional mastery in the field of advanced clinical practice.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Describe local and national policies and procedures in relation to advanced clinical practice across a range of health and care settings.
K2	Summarise the range of physical, psychological, pharmacological, diagnostic and therapeutic interventions within your scope of practice.
K3	Demonstrate a detailed knowledge and understanding of biomedicine, as it relates to advanced clinical practice.
K4	Apply principles of health and wellbeing, health promotion and strategies to influence behavioural change.
K5	Understand risk and the importance of effective governance in advanced clinical practice.

Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Interpret the findings of clinical history taking, physical examination and diagnostic tests.
C2	Examine critical thinking, reasoning and decision-making skills to formulate and act on potential diagnoses.
C3	Critically appraise the evidence base and integrate research into clinical practice.
C4	Synthesise the outcomes of research, evaluation and audit to promote the use of evidence-based standards, policies and guidelines.
C5	Evaluate a range of interventions including the prescribing of medicines, therapies and care.

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Practice with a high level of autonomy and accountability to manage episodes of care within your area of clinical practice.
P2	Critically apply new knowledge to own and others' clinical practice in the assessment, treatment and formation of potential diagnoses.
P3	Practice in accordance with legal, ethical and professional procedures and codes of conduct.
P4	Actively participate in peer review, evaluation and supervision of your own and others' clinical practice.
P5	Implement teaching and learning theories to support practice education and act in the role of mentor, coach and supervisor.

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Evaluate one's own learning needs to engage in professional activity to maximise potential and enhance care provision.
T2	Collaborate and contribute to a culture of life-long learning, development and evidence-based practice.
T3	Promote theories, models and techniques of leadership to affect change at the individual, team and organisational level.
T4	Engage in research and knowledge exchange activity to enhance quality, safety and productivity in health and care settings.
T5	Disseminate the findings of research and other knowledge exchange activity through a variety of different media.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, graduate attributes are developed through the acquisition of critical knowledge in areas such as clinical sciences, consultation and examination, decision-making and management of risk, effective communication and managing personal health and wellbeing.

The programme incorporates practical classes, simulation and work-based learning throughout which coincides with authentic methods of assessment. Assessment is balanced and designed to ensure work readiness of the advanced clinical practitioner.

4. Entry Requirements

The University's general entry requirements will apply to admission to this programme with the following additions / exceptions:

- Learners must be a registered healthcare professional (e.g., paramedic, nurse, AHP).
- Learners should have a minimum of three years post-qualification experience.
- Learners should normally have a first degree in relevant subject area and/or evidence of achievement and/or ability to study at the required academic level.
- Learners on this programme must be employed in a relevant area of clinical practice, with access to a **named clinical supervisor** and organisational support to study on this programme.
- Apprentice learners without Level 2 English and Maths will need to achieve this level prior to enrolment on the programme. Applicants will be offered a conditional place if this is yet to be achieved.

During a recruitment process, applicants will be expected to demonstrate:

- The appropriateness of the programme for their career aspirations.
- Their awareness of Advanced Clinical Practice, and the Four Pillars.
- Their awareness of the academic, practice and professional requirements of the programme.

This will be undertaken during a recruitment and selection event with professional practice partners, service users and academic staff.

Offers will be subject to a satisfactory **Disclosure and Barring Service (DBS) Check and Occupational Health Assessment.**

English language proficiency

- Applicants for whom English is not their first language will be required to hold an IELTs certificate graded 7 or equivalent, with no element below 6.5.

Rehabilitation of Offenders Act 1974 (Exemption Orders 1975)

As these training posts involve or may involve direct contact with people receiving health care they are exempt from the provision of the above Act and applicants are required to give details of all previous convictions, all cautions, warnings, binding-overs, or detentions by police, including any spent convictions. Failure to disclose is a serious breach of entry requirements. Progression prior to any year of study will be subject to a self-declaration form being completed by the learner relating to the above statement.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our accreditation of prior learning (APL) process. In particular, students may apply for an exemption of up to 20 optional credits from credits achieved at another institution awarded as general credits.

5. Programme Structure

MSc Advanced Clinical Practice (Apprenticeship)

Level 7 ***Apprenticeship Pathway***	**Core Modules (120-credits):** ALL7024 Evidence-based practice for the advanced practitioner (20) ALL7025 Clinical assessment and biomedicine for advanced practice (20) ALL7026 Medical investigations and diagnostics for advanced practice (20) ALL7027 Negotiated major project (40) ALL7028 End Point Assessment (ACP) (20) **Optional Modules (60-credits)** Optional modules available from the MSc Advanced Clinical Practice programme: Non-Medical Prescribing – requires BOTH; - *ALL7032 Principles of prescribing (Level 7) (20) AND - *ALL7031 Applied pharmacology (Level 7) (20) ***legal restrictions will prevent some professions from carrying out these modules. Please discuss with course lead.** ALL7054 Frailty and End of Life Medicine ALL7053 Health and Social Care Business Administration ALL7030 Emergency and Critical care in Clinical Practice ALL7029 Clinical Management of Minor Injury and Illness	**Postgraduate Certificate (PGCert) Clinical Assessment** awarded on achievement of 60-credits at Level 7 (Note: this exit award is not accredited) **Postgraduate Diploma (PGDip) Clinical Assessment** awarded on achievement of 120-credits at Level 7 (Note: this exit award is not accredited)

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

Teaching and learning strategies employed within the programme reflect the nature of the learning experience at Level 7. Strategies adopted will encourage further learner independence and learning from and through experience. The teaching will be undertaken by lecturers and experts within a variety of disciplines.

Lectures: keynote lectures will be employed to launch fundamental theoretical aspects of the programme and will provide the academic foundation for learner-led activity within seminars and/or workshops.

Seminars: seminars will offer a forum by which learners can explore key areas and will combine the presentation of information and ideas, exploration of relevant issues, and the application of theoretical principles. There will be further opportunities for them to discuss the application of these in their field of practice.

Simulated learning: the simulation suites will be used on some of the clinical modules to simulate practice scenarios and to facilitate physical assessment skills for example. Learners will be enabled to apply theory to practice, enhance their practical skills and increase their confidence in a more realistic, but non-threatening environment. The Objective Structured Clinical Examination (OSCE) is utilised as an assessment, to allow learners to demonstrate knowledge acquisition in a safe space.

Case-based Discussion: during face-to-face sessions, an array of case studies from all disciplines will be used as a vehicle for enquiry-based learning. Learners will explore and critically discuss the components of those cases, to learn from successful and unsuccessful interventions as well as to be able to iterate the nature of good and bad experiences. The case studies will enable learners to illuminate the nature of work, and the demands inherent within the practice arena to enable the development of critical knowledge and problem-solving skills.

Directed reading: throughout the programme, learners will be required to engage in critical discussion, which will require them to undertake directed reading outside of the formal teaching session. Further, they will be provided with relevant reading lists by the lecturers, and via the Virtual Learning Environment and will be encouraged to undertake independent reading to ensure they engage with a breadth of literature and evidence, so they are cognisant of contemporary debates within their field.

Virtual Learning Environment: in addition to accessing reading material uploaded by the teaching team, links will be provided to relevant national and international guidelines and websites. Learners will be able to participate in discussion boards for the individual modules to facilitate the sharing of information.

End Point Assessment Preparation (Apprentice Learners): The EPA module forms the final 20-credits of the Apprenticeship Award, and within the core modules, assessment strategies will mirror those requirements, enabling the Apprentices to have preparation and exposure to the requirements of the final aspect of the award.

Assessment

The following assessment activities may be used for this programme:

- **Presentation:** either individually or in groups. The Apprentices are supported to develop their presentation skills. Presentations are either assessed by the tutor or are peer assessed using a clear marking scheme.
- **Essay/Report:** a variety of written assessments are used ranging from reflection on practice to reports and the development of portfolios.
- **Literature review:** A review of literature is used as the summative assessment for several modules. This allows the students to explore in greater depth a subject of their choice.
- **Clinical competency portfolio:** (skills and knowledge evaluation documents) provides the opportunity for Apprentices to complete clinical competencies relevant to their field of study and is a cornerstone of the MSc Advanced Clinical Practitioner (Apprenticeship) programme. The students work in their own clinical area and are supported to complete the competencies by supervisors who are supported by University Staff to ensure understanding of the documentation and assessment process.
- **Viva:** some clinical modules include a viva as part of the summative assessment. This allows the student to demonstrate their ability to translate the learnt theory into a practical situation. The viva is assessed by subject experts.
- **Objective Structured Clinical Examination:** The OSCE is used in several modules to allow the students to demonstrate the learnt theory in a safe practical space. The OSCEs are assessed by field experts and practice partners.
- **Formative assessment:** elements of formative assessment are included in all modules so that the students can prepare for the summative assessments and identify any gaps in their knowledge. We will use a range of formative assessment techniques, including observation, questioning, and feedback to ensure that learners are making progress towards meeting the objectives of each session.
- **Work-based project:** an evidence-based work-related project will be completed in the final year of study. This allows the student to identify an area of clinical interest and relevance to the advanced practice role and produce an extended piece of work.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Regulations for Taught Degree Programmes (2023)
- Relevant regulatory Standards across professions
- Fitness to practise procedures
- The learner will be required to develop and maintain a portfolio which demonstrates achievement of core competencies and programme learning outcomes relevant to their clinical area/role.
    - This includes demonstrating increased independence and autonomy as an ACP.
    - The learner will have regular progress reviews, with education and/or clinical supervisors.
    - The learner may utilise any relevant portfolio approach/system, ideally, this should be aligned with their work setting.
    - The portfolio will serve as a platform for students to compile evidence of their knowledge, capabilities, and skills.
    - The portfolio should demonstrate achievement across all four pillars of advanced practice (clinical practice, leadership, education and research).

Education Inspection Framework (EIF) requirements:

The philosophy of the Buckinghamshire New University MSc Advanced Clinical Practice (Apprenticeship) is predicated on a community of practice, with learners placed at the heart. The apprenticeship programme is designed in line with Education and Inspection Framework topics such as British Values, Safeguarding and Prevent ensuring that learners are aware of these themes as well as University processes that provide support and keep our learners safe.

The programme is inclusive and celebrates diversity in the student population. The School of Health and Social Care Professions is committed to supporting a diverse range of students with different academic needs. Neurodiversity is well supported with individual learning needs addressed and reasonable adjustments made where appropriate. Improving literacy and numeracy are key objectives for our programme and are incorporated within the learning content, through academic feedback and reviews.

Continuous development of English and Mathematics		
English and mathematics are embedded throughout the programme with several key areas related to the instruction, support and assessment related to these elements.		
Module Code	**Module Title**	**Evidence**
ALL7042	Evidence-based practice for the advanced practitioner	Within this module, the development of the learners' English and academic skills will contribute to the learner's assessment crafting a patchwork text which will demonstrate their understanding across a range of learning outcomes related to professional practice.
TBC	Principles of Prescribing	Both the formative and summative assessments relating to relevant drugs calculations will support the ongoing development of mathematics
ALL7027	Negotiated major project	Learners will develop a professional project which allows them to explore an area of personal or professional motivation within their practice. Production of a written article/report and presentation (with VIVA) contributes to the development of English and academic skills with additional technology-based approaches being adopted.

Inclusion and Diversity
Both Inclusion and Diversity are embedded throughout the programme and are supported within both the academic and clinical settings. This includes: - Flexibility and student choice methods of learning and assessment - Opportunities for students to co-create their curricula - Exploration of equality, diversity, inclusivity and culture within taught sessions - Accessible learning materials and resources - Regular case discussions and review allowing learners to relate course content to their own experiences - Opportunities to engage with equality, diversity and inclusivity during assessments and in clinical settings

Embedding of Safeguarding		
The embedding of safeguarding is seen throughout the programme and is supported within both the academic and clinical settings.		
Module Code	**Module Title**	**Evidence**
ALL7025	Clinical assessment and biomedicine for advanced practice	Work-based learning and professional portfolio maintained throughout the programme. Evidence of completion of mandatory education (eLearning) related to safeguarding adults and children.
ALL7029	Clinical management of minor injury and illness	Work-based learning and professional portfolio maintained throughout the programme. Evidence of completion of mandatory education (eLearning) related to safeguarding adults and children.
ALL7030	Emergency and critical care in clinical practice	Work-based learning and professional portfolio maintained throughout the programme. Evidence of completion of mandatory education (eLearning) related to safeguarding adults and children.

Embedding of Prevent		
Prevent is delivered as part of the mandatory training and reviewed within the Tripartite progress review meetings whish are held throughout the programme		
Module Code	**Module Title**	**Evidence**
ALL7025	Clinical assessment and biomedicine for advanced practice	Work-based learning and professional portfolio maintained throughout the programme. Evidence of completion of mandatory education (eLearning) related to safeguarding adults and children.

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

<u>Quality and standards on each programme are assured via the following mechanisms:</u>

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Quality Assurance Committee
- Review by the relevant PSRB(s)
- Other sector compliance and review mechanisms

10. Internal and external reference points

The design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Master's Degree Characteristics Statement
- The Apprenticeship Standard – see detailed mapping below
- The Multi-professional framework for advanced clinical practice
- The BNU Qualifications and Credit Framework
- The University Strategy

11. Degree Apprenticeships

Note: in this document the terms 'apprentice' and 'learner' are used interchangeably.

Apprenticeship Standard:	**Advanced Clinical Practitioner – ST0564**
End Point Assessment (EPA):	**Integrated EPA: Integrated into the design and assessment of this Degree Apprenticeship**

Degree Apprenticeships combine university study and work-based learning to enable apprentices to gain a full master's or bachelor's degree qualification. This provision of an academic degree is integrated with experience, practice and learning in the workplace. An apprentice has paid employment status and does not pay any training costs or learner fees. Degree Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need for their own future careers.

The Standard and End Point Assessment Plan (EPA) – Integrated

As well as containing on programme training and assessment, all apprenticeship standards must contain an end-point assessment (EPA).

Apprentices must undertake an end-point assessment, which is a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship. For integrated EPAs, the training provider must be on the Register of End Point Assessment Organisations (RoEPAO) and approved to undertake the EPA. The purpose of the assessment is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation. It is taken by apprentices at the very end of the on-programme phase of training when their employer (and in some cases their training provider) is satisfied that they have met the "gateway" criteria to undertake the assessment. Integrated end-point assessments are graded and the academic qualification and apprenticeship certificate is only awarded after the end-point assessment is successfully completed.

An integrated end-point assessment must be administered by an independent assessor supplied by an appropriate organisation on the Register of End Point Assessment Organisations (RoEPAO) and must not have been involved in the on-programme delivery of the apprenticeship.

Admission requirements

Under UK Government rules, Degree Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). A Degree Apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the learner.

All candidates must be employed in a role related to the subject matter of the Degree Apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.

Mapping of Programme Learning Outcomes to Modules

A majority of programme learning outcomes are met through completion of the core modules listed below. This programme contains 20-credits of choice, since some learners may already possess certain skills/competencies. Achievement of programme learning outcomes is also demonstrated in learners' individual portfolios, which are maintained alongside completion of core and optional modules.

Programme Learning Outcome	**Knowledge and understanding (K)**					**Analysis and Criticality (C)**					**Application and Practice (P)**					**Transferable skills and other attributes (T)**				
Module Code (Core)	**K1**	**K2**	**K3**	**K4**	**K5**	**C1**	**C2**	**C3**	**C4**	**C5**	**P1**	**P2**	**P3**	**P4**	**P5**	**T1**	**T2**	**T3**	**T4**	**T5**
Level 7																				
ALL7024	X				X			X	X								X		X	X
ALL7025	X	X	X	X	X	X	X			X	X	X	X							
ALL7026		X	X			X	X				X	X	X							
ALL7027					X			X	X	X			X	X	X	X	X	X	X	X
ALL7028	X	X	X	X	X	X	X			X	X	X	X	X	X		X	X		
ALL7032						X	X			X	X		X							
ALL7031						X	X			X	X		X							
Mandatory professional portfolio	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X