

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences
Final award(s), title(s) and credit Master of Science in Advanced Clinical Practice (180 credits Level 7)	
Intermediate award(s), title(s) and credits Post Graduate Diploma (PGDip) in Advanced Practice (120 credits Level 7) Post Graduate Certificate (PGCert) in Professional Practice (60 credits Level 7)	
UCAS Programme Code(s) (where applicable and if known) N/A	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100476 (major), 100473 (minor) Programmes where the exit award is at or above level 7: CAH Code: 15-04-03 Does this programme require ATAS: No
External reference points <p>This programme is accredited by the NHSE Centre for Advancing Practice which means it meets the standards set out in the Multiprofessional framework for advanced clinical practice in England and Standards for Education and Training. On successful completion of the programme graduates will be eligible for a Centre for Advancing Practice Digital Badge.</p> <p>The UK Quality Code for Higher Education; Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013)</p> <p>Centre for Advancing Practice, NHS England Workforce, training and education</p> <p>Multi-professional framework for advanced practice in England (2017), NHS England Workforce, training and education</p> <p>Department of Health (2010). Advanced Level Nursing: A Position Statement</p> <p>NHS Long Term Workforce Plan (2023)</p> <p>Royal Pharmaceutical Society (RPS) – Prescribing Competency Framework (2021)</p> <p>Royal College of Nursing (RCN) – Standards for Advanced Level Nursing Practice</p> <p>College of Paramedics – Paramedic Career Framework (2023)</p> <p>The Nursing and Midwifery Council (NMC) – Advanced practice review (2023)</p>	
Professional, Statutory and Regulatory Body (PSRB) links <p>All learners must be registered with the Nursing and Midwifery Council (NMC), Health and Care Professions Council (HCPC) or General Pharmaceutical Council (GPhC). For learners who opt to study Independent & Supplementary Prescribing this unit of learning is a PSRB-recordable qualification.</p>	

Programme Specification – Section 1

Places of delivery Bournemouth University, Lansdowne Campus Remotely at learner’s discretion for tutorials/meetings if applicable. In the learner’s workplace Experiential learning at other work locations organised between learner and coordinating education supervisor	
Mode(s) of delivery Part-time	Language of delivery English
Typical duration 36 months	
Date of first intake September 2024	Expected start dates Up to three intakes per year - September, January, March
Maximum student numbers 120 learners across three intakes (shared intake with up to 105 apprenticeship students)	Placements Within employment
Partner(s) N/A	Partnership model N/A
Date of this Programme Specification February 2024	
Version number 2.0-0925	
Approval, review or modification reference numbers E232427	
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Programme Specification – Section 1

PROGRAMME STRUCTURE

Programme Award and Title: Master of Science in Advanced Clinical Practice								
Year 1/Level 7								
Unit Name	Core/Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Unit 1: Advanced Practice: Contextual Issues and Professional Development	Core	20	n/a	100%	n/a	48	2.0	100476 (major) 100473 (minor)
Unit 2: History Taking and Physical Examination for Advancing Practice	Core	20	100% (Pass/Fail)	n/a	n/a	54	2.0	100246
Unit 3: Assessment, Critical Reasoning and Decision Making for Advancing Practice Pre-requisite for Unit 3 is to have passed Unit 2.	Core	20	n/a	100%	n/a	48	2.0	100476 (major) 100246 (minor)
Progression requirements: Normally 60 credits at Level 7 to proceed to Year 2. Exit qualification: Postgraduate Certificate (PGCert) Professional Practice (60 credits at Level 7)								

Programme Specification – Section 1

Year 2/Level 7								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Exam 2	Cwk 1			
Unit 4/5: Independent and Supplementary Prescribing	Option	40	Pass/ Fail (Pass mark is 80%)	Pass/ Fail (Pass mark is 100%)	Portfolio 100%	48	1.0	100251 (50%) 100476 (50%)
Unit 4/5a: Supplementary Prescribing	Option	40	Pass/ Fail (Pass mark is 80%)	Pass/ Fail (Pass mark is 100%)	Portfolio 100%	48	1.0	100251 (50%) 100476 (50%)
Unit 4a: Evidencing Professional Learning (1)	Option	20	n/a	n/a	100%	24	2.0	100251 (50%) 100476 (50%)
Unit 5a: Evidencing Professional Learning (2)	Option	20	n/a	n/a	100%	18	2.0	100260 (50%) 100476 (50%)
Unit 6: Preparing for your Service Improvement Project.	Core	20	n/a	n/a	100%	24	2.0	100476
Progression requirements: Normally 120 credits at Level 7 to proceed to Year 3.								
Exit qualification: Postgraduate Diploma (PGDip) Advanced Practice (120 credits at Level 7)								

Year 3/Level 7								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Unit 7: Service Improvement Project	Core	40	n/a	100%	n/a	18	1.0	100476
Unit 8: Advanced Clinical Practice Portfolio	Core	20	n/a	100%	n/a	36	2.0	100476
Exit qualification: Master of Science (MSc) in Advanced Clinical Practice (180 credits at Level 7)								

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop critically informed graduates of an appropriate level 7 academic and master's degree programme who:

- Are prepared for working as advanced clinical practitioners within clinical practice settings, meeting contemporary and future workforce requirements of healthcare providers.
- Meet nationally agreed advanced practice criteria through practice and academic development that includes an appropriate level of critical thinking and judgement and decision-making in complex situations.
- Have successfully completed a relevant, comprehensive process of assessment of theoretical and practical skills and knowledge, supported by significant academic, clinical and professional support, to consolidate, apply and assimilate newly gained advanced practice knowledge and skills.
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- Have competed an award at level 7 and are embedding an advanced clinical practitioner role as an advanced clinical practitioner, which includes: advanced physical health assessment; drawing on a diverse range of knowledge in their decision-making to determine evidence-based therapeutic interventions (which will usually include prescribing medication or medicines management and actively monitoring the effectiveness of therapeutic interventions); leadership skills, evidence-based practice/research and quality improvement.
- Are autonomous advanced clinical practitioners as advanced nurse practitioners, who possess advanced clinical skills and knowledge that is informed by current practice, scholarship and research.
- Have engaged in learning, to support the creation of new knowledge and innovative working practices at the forefront of their professional discipline and advanced practice.
- Have critical thinking and analysis skills to engage with best evidence to tackle and solve problems in complex and unpredictable professional environments.
- Have critical awareness and applied understanding of contemporary issues and ongoing developments in advanced practice, professional responsibility, legality, integrity, values and ethics.
- Are enabled to define and articulate their own learning needs in relation to their advancing nurse practitioner roles and have achieved personal and professional development through a facilitative and critically reflective process.
- To enable practitioners to demonstrate their independent ability within a complex professional context to undertake a service / practice improvement project, applying well-grounded research and evaluation methods and practice/service development skills.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The MSc Advanced Clinical Practice is informed by and aligned with the [BU2025 strategic plan](#) and the University's [Fusion learning approach](#).

Programme Specification - Section 2

BU's vision is to be recognised worldwide as a leading university for inspiring learning, advancing knowledge and enriching society through the Fusion of education, research and practice. Our values are excellence, inclusivity, creativity and responsibility. The BU vision supports creating an environment for a personalised student experience, where learners are actively engaged in all aspects of their learning. Learners will:

- receive an excellent education, through a range of interactions with academics who are at the top of their field, and through the opportunity to work collaboratively and share knowledge with their peers;
- be involved in, and aware of, research relevant to their subject areas so that they develop critical thinking skills, appreciate the importance of knowledge generation and experience the joy of discovery;
- be prepared for professional practice, having been developed and shaped through close collaboration with employers.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection and practice).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

Throughout the programme learners are expected to undertake a significant proportion of work-based learning and development of their professional practice in their own workplaces, with formal agreement of their employers. They identify a coordinating education supervisor in practice to support learning of the clinical skills required for their advanced clinical practitioner roles. They also draw on the expertise of colleagues from their cohort and from their own work areas (associate supervisors) to enhance and advance their learning. Members of the ACP programme team signpost learners to appropriate work-based learning opportunities and provide support to negotiate learning experiences.

Throughout the programme, learners gather evidence of interactions with patients and are assessed within their clinical practice settings, all of which is captured in a professional portfolio. The programme leader takes on a coordinating role and provides input as required to ensure all learners have appropriate support and guidance.

STAFF DELIVERING THE PROGRAMME

Learners will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, lecturer-practitioners, and work-based supervisors. Due to clinical complexity inherent in working at an advanced level most of the programme is taught by lecturer-practitioners who are themselves advanced clinical practitioners.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME LEVEL 7 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1. Critically review and evaluate the historical, political and economic influences upon the development of advanced clinical practice roles in health care;</p> <p>A2. Demonstrate critical awareness of the issues relating to advanced nursing practice;</p> <p>A3. Critically analyse how law, ethics and professional accountability relate to advancing nursing practice;</p> <p>A4. Demonstrate advanced knowledge of the anatomy and physiology of the human body;</p> <p>A5. Demonstrate advanced knowledge and understanding of the pharmacokinetics and pharmacodynamics of major classes of drugs and patho-physiology;</p> <p>A6. Apply knowledge of pharmacodynamics and pharmacokinetics to their role, including prescribing practice where applicable, and including the monitoring of response to therapy and justification to modify treatment;</p> <p>A7. To gain sufficient knowledge regarding an appropriate, systematic and justified methodology in a complex professional area.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1, A2, A3, A4, A5); • seminars (A1, A2, A3,); • directed reading (A1, A2, A3, A6); • use of the VLE (A4, (A5); • self-directed study (A7); • seminar (A7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • mOSCE (A4); • coursework essay (A1, A2, A3, (A5, A6– non-prescribers); • A5 – unseen exams (for prescribers); • A6 – portfolio (for prescribers) • Project proposal and project paper (A7).
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1. Critically reflect on their diagnostic reasoning and critical thinking skills in order to manage complex health care problems;</p> <p>B2. Draw on a diverse range of knowledge and critically appraise and reflect upon their approaches to patient-centred decision making and the safe and effective administration of evidence-based therapeutic interventions (<u>non-prescribers and prescribers</u>) and prescribing practice (<u>prescribers</u>)</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1, B4); • seminars (B1, B2, B3, - route 2); • directed reading (B4);

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<p><u>only</u>;</p> <p>B3. Critically appraise practice, identify the need for change, proactively generate innovations and lead new practice and service redesign solutions, using business acumen and entrepreneurial awareness;</p> <p>B4. Critically evaluate their legal, ethical and professional responsibilities in relation to therapeutic/pharmacological treatments (<u>non-prescribers</u>) OR relevant to the practice of independent and supplementary prescribing (<u>prescribers</u>)</p> <p>B5. To acquire well-grounded problem identification, critical literature review, evaluation, change management, research, practice and/or service development skills;</p> <p>B6. Demonstrate the capacity for the design of an original, feasible and coherent SIP proposal that addresses the limitations of knowledge claims and the difficulties and dilemmas associated with intervening in complex workplace/professional situations.</p>	<ul style="list-style-type: none"> • seminar (B5, B6); • independent research/evaluation (B5, B6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (B1, B2, B4 - non-prescribers), • portfolio (B1, B2, B4 - prescribers), • ACP portfolio (B3); • Project proposal and project paper (B5, B6).
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1. Demonstrate their developing advanced skills and knowledge utilising a range of assessment methods to ensure safe and effective decisions for their clients, based on best practice and a sound evidence base;</p> <p>C2. Demonstrate the ability to establish a therapeutic relationship that empowers and educates clients to their preferred approach to learning, motivation and developmental stage;</p> <p>C3. Demonstrate competence in their ability to obtain a relevant and comprehensive patient history utilising advanced assessment skills, including medication history and current medication;</p> <p>C4. Demonstrate competence in their ability to perform a complete physical assessment of all body systems, distinguishing normal from abnormal findings;</p> <p>C5. Proactively develop dynamic clinical management plans and prescribe safely, appropriately and cost effectively, including numeracy (<u>prescribers</u>) OR Evaluate clinical management plans (<u>non-prescribers</u>)</p> <p>C6. Devise and evaluate appropriate strategies for promoting optimal health and preventing disease</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1, C2, C4, C6); • seminars (C2, C3, C6); • skills lab demonstration (C4); • group exercises (C3, C4); • work-based learning (C1, C3, C4, C5); • self-directed learning (C2 - route 1) • seminar (C7) • self-directed learning (C7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • mOSCE (C4); • OSCE (C3);

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<p>working in partnership with others and delegate appropriately to optimise health outcomes;</p> <p>C7. Critically identify and formulate the SIP problem and produce relevant, clear and focused aims and objectives.</p>	<ul style="list-style-type: none"> • coursework essays (C1, C2, C6); • OSCE and portfolio - (Route 1 - C5, • numeracy test in portfolio; C2 – portfolio) • Proposal for and service improvement project (C7).
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1. Critically appraise relevant research and evaluate their developing role in relation to their client group demonstrating the impact of advanced practice;</p> <p>D2. Disseminate their vision for their advanced practice role in an inter-professional healthcare setting;</p> <p>D3. Critically appraise and synthesise the outcomes of relevant research, evaluations and audits and apply the principles of evidence-based practice to bring about improvements in practice and services;</p> <p>D4. Critically evaluate their own practice, identifying their learning and professional development needs and appraising their personal strategy for developing and improving competence as an advancing practitioner;</p> <p>D5. Demonstrate competence and provide comprehensive, relevant evidence of their professional development as an advanced practitioner, in line with the multiprofessional framework for advanced clinical practice in England</p> <p>D6. Demonstrate reflection and critical evaluation of change/improvement in advanced practice;</p> <p>D7. Produce a robust action plan/strategy for the development of the proposed SIP activity, incorporating appropriate methodological, ethical and design issues and decisions;</p> <p>D8. Devise and apply an appropriate literature review strategy demonstrating critical evaluation skills;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1); • seminars (D1, D2, D3, D4, D5, D6); • directed reading (D1, D2); • self-directed learning (D3, D4, D5); • work-based learning (D3, D4, D5, D6); • lectures (D7, D8); • seminars (D7); • self-directed study (D7, D8). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (D1, D2); • project proposal and project report (D7, D8).

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Programme Skills Matrix

Units		Programme Intended Learning Outcomes																											
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8
L E V E L 7	Unit 1. Advanced Practice: Contextual Issues and Professional Development	*	*	*																		*	*		*				
	Unit 2. History Taking and Physical Examination for Advancing Practice				*												*	*											
	Unit 3: Assessment, Critical Reasoning and Decision Making for Advancing Practice							*							*	*				*				*					
	Unit 4/5. Independent and Supplementary Prescribing					*	*			*		*				*	*			*								*	
	Unit 4/5a. Supplementary Prescribing					*	*			*		*				*	*			*								*	
	Unit 4a. Evidencing Professional Learning (1)					*	*			*		*				*	*												
	Unit 5a. Evidencing Professional Learning (2)		*								*																	*	
	Unit 6: Preparing for your Service Improvement Project.							*					*	*							*							*	*
	Unit 7. Service Improvement Project							*					*	*							*								
Unit 8. Advanced Clinical Practice Portfolio		*									*													*	*	*	*		

Programme Specification - Section 2

MAPPING TO THE MULTIPROFESSIONAL FRAMEWORK FOR ADVANCED CLINICAL PRACTICE IN ENGLAND

Capabilities	Programme Unit	Programme ILOs
<p>Pillar: Clinical Practice</p> <p>1.1 Practise in compliance with their respective code of professional conduct and within their scope of practice, being responsible and accountable for their decisions, actions and omissions at this level of practice.</p>	Units 1, 2, 3, 4/5, 4/5a, 4a, 8	A1, A2, A3, A4, A5, A6, A7, B1, B2, B4, B5, B6, C1, C2, C3, C4, C5, C6, C7, D1, D2, D3, D4, D5, D6, D7, D8
1.2 Demonstrate a critical understanding of their broadened level of responsibility and autonomy and the limits of own competence and professional scope of practice, including when working with complexity, risk, uncertainty and incomplete information	Units 1, 2, 3, 4/5, 4/5a, 4a, 8	A1, A2, A3, A4, A5, A6 B1, B2, B3, B4 C1, C2, C3, C4, C5, C6 D1, D2, D3, D4, D5, D6, D9
1.3 Act on professional judgement about when to seek help, demonstrating critical reflection on own practice, self-awareness, emotional intelligence, and openness to change	Units 1, 3, 4/5, 4/5a, 4a, 8	A1, A2, A3, A5, A6 B2, B3, B4 C2, C3, C5 D1, D2, D3, D4, D5, D6, D9
1.4 Work in partnership with individuals, families and carers, using a range of assessment methods as	Units 2, 3, 4/5, 4/5a, 4a, 8	A4, A5, A6 B1, B2, B4 C1, C2, C3, C4, C5, C6 D3, D6

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Capabilities	Programme Unit	Programme ILOs
appropriate (e.g. of history taking; holistic assessment; identifying risk factors; mental health assessments; requesting, undertaking and/or interpreting diagnostic tests; and conducting health needs assessments)		
1.5 Demonstrate effective communication skills, supporting people in making decisions, planning care or seeking to make positive changes, using Health Education England's framework to promote person-centred approaches in health and care	Units 2, 3, 4/5, 4/5a, 4a, 6, 7, 8	A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9
1.6 Use expertise and decision-making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations, synthesising information from multiple sources to make appropriate, evidence-based judgements and/or diagnoses	Units 3, 4/5, 4/5a, 4a, 8	A5, A6 B1, B2, B4, B6 C1, C2, C3, C5, C6 D3, D6
1.7 Initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, lifestyle advice and care	Units 3, 4/5, 4/5a, 4a, 8	A4, A5, A6 B1, B2, B4, B6 C1, C2, C3, C4, C5, C6 D3, D6

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<p>1.8 Exercise professional judgement to manage risk appropriately, especially where there may be complex and unpredictable events and supporting teams to do likewise to ensure safety of individuals, families and carers</p>	<p>Units 1, 3, 4/5, 4/5a, 4a, 6, 7, 8</p>	<p>A5, A6 B1, B2, B4, B6 C1, C2, C3, C5, C6 D3, D6</p>
<p>1.9 Work collaboratively with an appropriate range of multi-agency and inter-professional resources, developing, maintaining and evaluating links to manage risk and issues across organisations and settings.</p>	<p>Units 1, 3, 4/5a, 6, 7, 8</p>	<p>A5, A6 B1, B2, B4, B6 C1, C2, C3, C5, C6 D3, D6</p>
<p>1.10 Act as a clinical role model/advocate for developing and delivering care that is responsive to changing requirements, informed by an understanding of local population health needs, agencies and networks</p>	<p>Units 3, 6, 7, 8</p>	<p>A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9</p>
<p>1.11 Evidence the underpinning subject-specific competencies i.e. knowledge, skills and behaviours relevant to the role setting and scope, and demonstrate application of the capabilities to these, in an approach that is appropriate to the individual role, setting and scope</p>	<p>Units 1, 3, 4/5, 8</p>	<p>A1, A2, A3, A4, A5, A6, A7, B1, B2, B4, B5, B6, C1, C2, C3, C4, C5, C6, C7, D1, D2, D3, D4, D5, D6, D7, D8</p>

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<p>Pillar: Leadership and Management 2.1 Pro-actively initiate and develop effective relationships, fostering clarity of roles within teams, to encourage productive working</p>	Units 1, 3, 4/5a, 8	<p>A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9</p>
<p>2.2 Role model the values of their organisation/place of work, demonstrating a person-centred approach to service delivery and development</p>	Units 1, 3, 4/5, 4/5a, 4a, 8	<p>A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9</p>
<p>2.3 Evaluate own practice, and participate in multi-disciplinary service and team evaluation, demonstrating the impact of advanced clinical practice on service function and effectiveness, and quality (i.e. outcomes of care, experience and safety)</p>	Units 1, 4/5a, 4a, 6, 7, 8	<p>A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9</p>
<p>2.4 Actively engage in peer review to inform own and other's practice, formulating and implementing strategies to act on learning and make improvements</p>	Units 1, 3, 4/5, 4/5a, 4a, 6, 7, 8	<p>A1, A2, A3 B3 D1, D2, D3, D4, D5, D6, D9</p>
<p>2.5 Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broadening sphere of influence</p>	Units 6, 7, 8	<p>A1, A2, A3, A7 B3, B5, B6 C7 D1, D2, D3, D4, D5, D6, D7, D8, D9</p>
<p>2.6 Actively seek feedback and involvement from individuals, families, carers, communities and colleagues in</p>	Units 4/5, 4/5a, 4a, 6, 7, 8	<p>A1, A2, A3, A7 B3, B5, B6 C7 D1, D2, D3, D4, D5, D6, D7, D8, D9</p>

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the co-production of service improvements		
2.7 Critically apply advanced clinical expertise in appropriate facilitatory ways to provide consultancy across professional and service boundaries, influencing clinical practice to enhance quality, reduce unwarranted variation and promote the sharing and adoption of best practice	Units 4/5, 6, 7, 8	A7 B3, B5, B6 C7 D1, D3, D4, D5, D6, D7, D8, D9
2.8 Demonstrate team leadership, resilience and determination, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others	Units 1, 4/5a, 4a, 6, 7, 8	A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9
2.9 Continually develop practice in response to changing population health need, engaging in horizon scanning for future developments (e.g. impacts of genomics, new treatments and changing social challenges)	Units 1, 6, 7, 8	A4, A5, A6 B1, B2, B4 C1, C2, C3, C4, C5, C6 D3, D6
2.10 Demonstrate receptiveness to challenge and preparedness to constructively challenge others, escalating concerns that affect individuals', families', carers', communities', and colleagues' safety and well-being when necessary	Units 3, 8	A5, A6 B1, B2, B4, B6 C1, C2, C3, C5, C6 D3, D6

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2.11 Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk and upholding safety	Units 1, 4/5, 8	A1, A2, A3 B1, B2, B3, B4 C1, C2, C3, C5, C6 D1, D2, D3, D4, D5, D6, D9
Pillar: Education 3.1 Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice	Units 1, 4/5, 8	A1, A2, A3, A5, A6 B2, B3, B4 C2, C3, C5 D1, D2, D3, D4, D5, D6, D9
3.2 Engage in self-directed learning, critically reflecting to maximise clinical skills and knowledge, as well as own potential to lead and develop both care and services	Units 1, 2, 4/5, 4/5a, 4a, 6, 7, 8	A1, A2, A3, A5, A6 B2, B3, B4 C2, C3, C5 D1, D2, D3, D4, D5, D6, D9
3.3 Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being	Units 3, 4/5, 8	B1 C1, C2, C6 D3
3.4 Advocate for and contribute to a culture of organisational learning to inspire future and existing staff	Units 6, 7, 8	A1, A2, A3, A7 B3, B5, B6 C7 D1, D2, D3, D4, D5, D6, D7, D8, D9

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3.5 Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning	Units 6, 7, 8	A1, A2, A3, A7 B3, B5, B6 C7 D1, D2, D3, D4, D5, D6, D7, D8, D9
3.6 Identify further development needs for the individual and the wider team and supporting them to address these	Units 1, 8	A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9
3.7 Supporting the wider team to build capacity and capability through work-based and inter-professional learning, and the application of learning to practice	Units 1, 6, 7, 8	A1, A2, A3 B3 D1, D2, D3, D4, D5, D6, D9
3.8 Act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others.	Unit 8	A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9
Pillar: Research 4.1 Critically engage in research activity, adhering to good research practice guidance, so that evidence-based strategies are developed and applied to enhance quality, safety, productivity and value for money	Units 1, 6, 7, 8	A7 B5, B6 C7 D1, D3, D5, D6, D7, D8
4.2 Evaluate and audit own and others' clinical practice, selecting and applying valid, reliable methods, then acting on the findings	Units 6, 7, 8	A1, A2, A3, A5, A6, A7 B1, B2, B3, B4, B5, B6 C2, C3, C5, C6, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9

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4.3 Critically appraise and synthesise the outcome of relevant research, evaluation and audit, using the results to underpin own practice and to inform that of others	Units 1, 3, 6, 7, 8	A1, A2, A3, A5, A6, A7 B1, B2, B3, B4, B5, B6 C2, C3, C5, C6, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9
4.4 Take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way	Units 1, 6, 7, 8	A7 B3, B5, B6 C7 D1, D3, D4, D5, D6, D7, D8, D9
4.5 Actively identify potential need for further research to strengthen evidence for best practice. This may involve acting as an educator, leader, innovator and contributor to research activity and/or seeking out and applying for research funding.	Units 1, 6, 7,8	A1, A2, A3, A7 B3, B5, B6 C7 D1, D2, D3, D4, D5, D6, D7, D8, D9
4.6 Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review.	Units 6, 7, 8	A2, A3, A7, B3, B5, B6 C7 D1, D3, D4, D5, D6, D7, D8, D9
4.7 Disseminate best practice research findings and quality improvement projects through appropriate media and fora (e.g. presentations and peer review research publications).	Units 6, 7, 8	A1, A2, A3, A7, B3, B5, B6 C7

Programme Specification - Section 2

4.8 Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers.	Units 6, 7, 8	A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9
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ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Admission Regulations with the following exceptions that applicants must:

- be a healthcare professional registered with the Nursing and Midwifery Council, Health and Care Professions Council or General Pharmaceutical Council
- have a minimum of three years post-registration experience
- have employer support based on service need for an Advanced Clinical Practitioner
- normally be employed for a minimum of 20 hours per week with [appropriate supervisory support in place](#)
- be employed as a student/trainee Advanced Clinical Practitioner for the duration of the programme and able to implement the requisite work-based learning to complete the programme
- meet the [entry requirements for Independent & Supplementary Prescribing](#) or [Supplementary Prescribing](#) if planning to undertake either unit

Recognition of Prior Learning

The BU policy 3P - Recognition of Prior Learning (RPL): Policy and Procedure applies. Applicants who have successfully completed a 40-credit 'Independent and Supplementary Prescribing' unit and/or 20-credit 'History Taking and Physical Examination for Advancing Practice at Level 6 either at BU or another higher education institution can be considered for recognition of prior learning (RPL) towards the Level 7 equivalent units if they have advanced their learning to Level 7 in their professional role. This will have to be demonstrated through an agreed RPL assessment process that evidences their practice at Level 7 and that their role supports the currency and appropriateness of implementing that learning. The assessment will normally include producing a 'Level 7 top-up' portfolio that is completed during the programme.

PROGRESSION ROUTES

To take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.'

ASSESSMENT REGULATIONS

The regulations for this programme are the University's [Standard Assessment Regulations: Postgraduate Taught Programmes](#) with the following approved exceptions:

Pass mark

Where units are assessed by a combination of formally defined separate elements of assessment a pass will only be awarded where the student achieves a mark of at least 50% or a pass for each element of the assessment.

To pass Unit 2: **History taking and Physical Examination for Advancing Practice'**:

- the student must pass ALL elements (which are assessed on a Pass / Fail basis). If a student fails more than one body system in the modified Objective Structured Clinical Examination (mOSCE), no overall pass can be given, and the learner will therefore fail the assessment.

- If a learner is required to make a second attempt at the mOSCE it will be necessary to undertake the whole summative assessment.
- The overall outcome is Pass or Fail

Provision for failed candidates

- The History Taking and Physical Examination for Advancing Practice must be passed before the learner will be permitted to progress to Unit 3: Assessment, Critical Reasoning and Decision Making for Advancing Practice.

To pass Unit 4/5: '**Independent and Supplementary Prescribing**' (or Unit 4/5a **Supplementary Prescribing**), the following elements must all be passed as follows:

- Pharmacology Examination - The pass mark for the examination will be 80% (Pass/Fail).
- Numeracy exam - The pass mark for the numeracy test will be 100% (Pass/Fail)
- Coursework – Portfolio - a pass will be awarded where the overall element mark is at least 50% (Pass/Fail)
- The overall outcome is Pass or Fail

Provision for failed candidates

- If a learner in any element of assessment fails to correctly answer any question that may result in direct harm to a patient/client or within written submissions in the prescribing portfolio recommends treatment which may result in direct harm to a patient/client, the learner will fail that element and the overall outcome will be Fail. If this occurs where a learner is being reassessed, the learner will be required to re-register and do the whole unit from the beginning.

Attendance

- The PSRB (NMC, HCPC, GPhC) requirement is that all taught sessions must be attended. Learners who miss one day will be required to undertake work to demonstrate they have met the learning outcomes for the sessions they have missed. This may also involve them having to attend the session they have missed with another intake.
- Learners who miss two days will be required to discuss with the programme leader and their line manager their withdrawal or deferment from the unit.

For all other units on the programme the pass mark will be 50% and a numerical grade is awarded.

Compensation

Compensation does not apply to any units.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Learners must be working in an environment conducive to the development and implementation of the advanced practice capabilities gained from engagement with university-based and self-directed learning. The learner must also be adequately supported in the clinical environment throughout the programme with the [appropriate level of supervision](#) as outlined by the Centre for Advancing Practice. This is essential to make sure opportunities are facilitated to develop the requisite level of complex clinical reasoning and decision-making. Learners are encouraged to discuss with their supervisor and line manager where there might be opportunities to spend time in other clinical areas to maximise exposure to the learning opportunities needed to provide evidence against all capabilities in NHS England's [multiprofessional framework for advanced clinical practice in England \(2017\)](#).