

KEY PROGRAMME INFORMATION

<p>Originating institution(s) Bournemouth University</p>	<p>Faculty responsible for the programme Faculty of Health and Social Sciences</p>
<p>Final award(s), title(s) and credits MSc Advanced Clinical Practice (180 credits level 7, ECTS 90) (advanced clinical practitioner integrated degree route)</p>	
<p>Intermediate award(s), title(s) and credits PGDip advanced practice (120 credits level 7, ECTS 60) PGCert Professional Practice (60 credits level 7, ECTS 30)</p>	
<p>UCAS Programme Code(s) (where applicable and if known)</p>	<p>HECoS Code(s) and percentage split per programme/pathway 100473</p>
<p>External reference points 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) http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/characteristics-statements http://qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a NMC: The proposed framework for the standard for post-registration nursing (2005) QAA Code of Practice on Work-based and Placement Learning (2007) NMC (2006) Standards of Proficiency for Non-Medical Prescribers DH (2005) Supplementary Prescribing by Nurses, Pharmacists Chiropractors/Podiatrists, Physiotherapists and Radiographers within the NHS in England RCN (2012) guide to Advanced Nursing practice, advanced nurse practitioners and programme accreditation Scottish Government (2008) Supporting the development of advanced nursing practice National Leadership and Innovation Agency for Healthcare (NLIAH, 2010) Framework for advanced nursing, midwifery and allied health practice in Wales Department of Health (England) (2011) Report to the National Allied Health Professional Advisory Board on the outcomes of the Modernising Allied Health Professional Careers Programme Department of Health, Social Services and Public Safety (Northern Ireland) Advanced Nursing Practice framework (2014) NHS England's Five year forward view (2014) Health Education England Multi-professional framework for advanced clinical practice (HEE 2017) Department of Health (England) (2010) Advanced level nursing: position statement Institute of Apprenticeship (2018) Advanced clinical practitioner integrated degree apprenticeship</p>	
<p>Professional, Statutory and Regulatory Body (PSRB) links All students on the MSc Advanced Clinical Practice programme must be registrants of the appropriate professional body for their profession: 2.1 For students who opt to do Independent and supplementary prescribing, this unit of learning is recordable for midwives with the Nursing and Midwifery Council, and with the HCPC for HCPC registrants. 2.2 Independent and Supplementary prescribing is currently available as part of the CPD framework as a programme in its own right but will be available as a unit of learning within the MSc Advanced Clinical Practice.</p>	
<p>Places of delivery Bournemouth University</p>	

Programme Specification – Section 1

Mode(s) of delivery Part-time CPD	Language of delivery English
Typical duration Typical duration for MSc Advanced Clinical Practice – 3 years /36 months	
Date of first intake February 2019	Expected start dates Up to four intakes a year from September 2022. Please see website for planned start dates.
Maximum student numbers 40 per cohort	Placements Within employment
Partner(s) Not applicable	Partnership model Not applicable
Lead Provider Bournemouth University	
Date of this Programme Specification September 2023	
Version number Version 1.10-0923	
Approval, review or modification reference numbers E20181910 , approved 23/01/2019 FHSS 1920 05 , approved 02/10/2019. Previously version 1.0-0219 FHSS 1920 12 , approved 15/01/2020. Previously version 1.1-0220 FHSS 1920 13 , approved 13/05/2020. Previously version 1.2-0220 FHSS 2021 06 , approved 18/11/2020. Previously version 1.3-0920 EC 2021 17 , approved 22/03/2021 FHSS 2122 05 , approved 08/03/2022, previously version 1.4-0921 (two parts to this mod for March 2022 and one for June 2022) EC 2122 43 , approved 12/05/2022, No change to version number FHSS 2122 13 , approved 11/05/2022, Previously version 1.6-0921 FHSS 2122 15 , approved 08/06/2022, Previously version 1.6-0921 FHSS 2122 16 , approved 15/06/2022. Previously version 1.7-0921 EC 2223 22 , approved 05/12/2022, No change to version number FHSS 2223 19 , approved 16/03/2023, Previously version 1.8-0922 FHSS 2223 23 , approved 28/03/2023, Previously version 1.9-0923	
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Programme Specification – Section 1

PROGRAMME STRUCTURE

Programme Award and Title: MSc Advanced Clinical Practice (<i>apprenticeship route</i>)							
Year 1/Level 7 Students are required to complete units 1, 2 and 3 Unit 3 – 2 versions available related to students professional focus / registration.							
Unit Name	Core/ Option	No of credits	Assessment Element Weightings	Expected contact hours per unit	Unit version no.	HECoS code(s)	
			Cwk 1			HECoS Subject Code and %	HECoS Subject Code and %
Unit 1 Advanced Practice: Contextual Issues and Professional Development	Core	20	100%	42	V1.0	100473	100473
Unit 2 History Taking and Physical Examination for Advancing Practice	Core	20	Pass/Fail	60	V1.0	100473	100473
Unit 3* Assessment, Critical Reasoning and Decision-Making for Advancing Clinical Practice (Midwifery) OR Assessment, Critical Reasoning and Decision-Making for Advancing Clinical Practice Pre-requisite for Unit 3 is to have undertaken unit 2. *Unit undertaken depends on professional registration status of student	Core	20	100%	48	V1.0	100473	100473
Progression requirements: Not applicable							
Exit qualification: PG Cert Professional Practice requires 60 credits at Level 7 (only applicable if stepping off apprenticeship route)							

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Year 2/Level 7

Route 1: Students are required to complete all units within this year as follows:

Either student undertakes Unit 4/5 Independent and Supplementary Prescribing and Unit 6 preparing for your service improvement project

OR

Route 2: Student undertakes Unit 4a and 5a Evidencing Professional Learning units and undertake Unit 6 preparing for your service improvement project.

Unit Name	Core/Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS code(s)	
			Cwk 1	Exam 1	Exam 2			HECoS Subject Code and %	HECoS Subject Code and %

Route 1. This route is for students who are undertaking, depending upon professional registration, a prescribing route.

Unit 4/5 Independent and Supplementary Prescribing	Option	40	100%	Pharmacology Pass/Fail	Numeracy Pass/Fail	48	V1.1	100473	100473
Unit 4/5 Supplementary Prescribing	Option	40	100%	Pharmacology Pass/Fail	Numeracy Pass/Fail	48	V1.0	100251 (50%)	100476 (50%)
Unit 6 Preparing for Your Service Improvement Project	Core	20	100%			24	V1.2	100473	100473

Route 2. This route is for students **not** taking a prescribing route.

Unit Name	Core/Option	No of credits	Assessment Element Weightings		Expected contact hours per unit	Unit version no.	HECoS code(s)	
			Cwk 1				HECoS Subject Code and %	HECoS Subject Code and %
Unit 4a Evidencing Professional Learning 1	Option	20	100%		24	V1.2	100473	100473
Unit 5a Evidencing Professional Learning 2	Option	20	100%		24	V1.2	100473	100473
Unit 6 Preparing for Your Service Improvement Project	Core	20	100%		24	V1.2	100473	100473

Exit qualification: 120 credits at Level 7 within CPD framework / PGDip Advanced practice.

Successful completion of Independent and supplementary prescribing will lead to notification to the relevant professional body to note recordable qualification.

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Year 3/Level 7									
Students are required to have completed all units 1 to 6 within MSc Advanced clinical practice prior to year 3									
Unit Name	Core/Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS code(s)	
			Cwk 1	Pres.	Exam			HECoS Subject Code and %	HECoS Subject Code and %
Service Improvement Project <i>(Preparing for your service improvement project is a pre-requisite for students undertaking this unit)</i>	Core	40	100%			18	V1.0	100473	100473
160 credits at level 7									
Advanced Clinical Practitioner End Point Assessment Preparation – <i>includes gateway for apprenticeship to approve eligibility for end point assessment preparedness</i>	Core	20		50%	50%	60	V1.3	100473	100473
				Fail/Pass/Merit/Distinction	Fail/Pass/Merit/Distinction				
				Both the above elements must achieve a minimum of 'Pass' to pass this unit. The lower of the two grades will constitute the overall grade except in the case of a 'Pass' and a 'Distinction' which will constitute a 'Merit'					
<p>The Advanced Clinical Practitioner End Point Assessment Preparation unit is graded as Fail, Pass, Merit or Distinction as required by the End Point Assessment Plan, Integrated Degree Apprenticeship for Advanced Clinical Practitioner at Level 7, ST0564/AP1, Institute of Apprenticeships, March 2018. It is this qualitative grade which will be provided to the Education and Skills Funding Agency (ESFA) and represents the final grade for the ESFA apprenticeship certificate. In addition, a summative numerical grade will also be awarded which will contribute to the final degree classification in line with BU's standard Postgraduate Taught assessment regulations. For clarity, the two elements of assessment in this unit are a presentation and an exam. Numerical grades will be awarded as followings: Fail for either or both elements = 0%; Pass on both elements = 50%; Pass for one element and Merit for the other = 55%; Pass for one element and Distinction on the other = 60%; Merit for both elements = 60%; Merit for one element and Distinction for the other = 65%; Distinction for both elements = 70%.</p> <p>Progression requirements:</p> <p>Exit qualification: MSc Advanced Clinical Practice requires 180 credits at Level 7 (<i>apprenticeship route</i>)</p>									

Programme Specification - Section 2

Route 3 : for student with RPL against Unit 2 and Unit 4/5

Programme Award and Title: MSc Advanced Clinical Practice (<i>apprenticeship route</i>)							
Year 1/Level 7 Students are required to complete units 1, 3 and 6 in the following order Unit 3 – 2 versions available related to students professional focus / registration.							
Unit Name	Core/ Option	No of credits	Assessment Element Weightings	Expected contact hours per unit	Unit version no.	HECoS code(s)	
			Cwk 1			HECoS Subject Code and %	HECoS Subject Code and %
Unit 1 Advanced Practice: Contextual Issues and Professional Development	Core	20	100%	42	V1.0	100473	100473
Unit 3* Assessment, Critical Reasoning and Decision-Making for Advancing Clinical Practice Pre-requisite for Unit 3 is to have undertaken unit 2.	Core	20	100%	48	V1.0	100473	100473
Unit 6: Preparing for Your Service Improvement Project	Core	20	100%	24	V1.2	100290	100290
Progression requirements: Not applicable							
Exit qualification: PGDip Professional Practice requires 120 credits at Level 7 (only applicable if stepping off apprenticeship route)							

Programme Specification - Section 2

Route 3 : for student with RPL against Unit 2 and Unit 4/5

Year 2 Level 7									
Route 3: Students are required to complete units 7 and 8									
Note: Gateway must be met to progress to Unit 8									
Unit Name	Core/Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS code(s)	
			Cwk 1	Pres.	Exam			HECoS Subject Code and %	HECoS Subject Code and %
Unit 7: Service Improvement Project <i>(successful completion of preparing for your service improvement project is a pre-requisite for students undertaking this unit)</i>	Core	40	100%			18	V1.0	100290	100290
GATEWAY									
160 credits at level 7									
Unit 8: Advanced Clinical Practitioner End Point Assessment Preparation <i>(includes gateway for apprenticeship to approve eligibility for end point assessment preparedness)</i>	Core	20		50%	50%	60	V1.3	100473	100473
				Fail/Pass/Merit/Distinction	Fail/Pass/Merit/Distinction				
				Both the above elements must achieve a minimum of 'Pass' to pass this unit. The lower of the two grades will constitute the overall grade except in the case of a 'Pass' and a 'Distinction' which will constitute a 'Merit'					
<p>The Advanced Clinical Practitioner End Point Assessment Preparation unit is graded as Fail, Pass, Merit or Distinction as required by the End Point Assessment Plan, Integrated Degree Apprenticeship for Advanced Clinical Practitioner at Level 7, ST0564/AP1, Institute of Apprenticeships, March 2018. It is this qualitative grade which will be provided to the Education and Skills Funding Agency (ESFA) and represents the final grade for the ESFA apprenticeship certificate. In addition, a summative numerical grade will also be awarded which will contribute to the final degree classification in line with BU's standard Postgraduate Taught assessment regulations. For clarity, the two elements of assessment in this unit are a presentation and an exam. Numerical grades will be awarded as followings: Fail for either or both elements = 0%; Pass on both elements = 50%; Pass for one element and Merit for the other = 55%; Pass for one element and Distinction on the other = 60%; Merit for both elements = 60%; Merit for one element and Distinction for the other = 65%; Distinction for both elements = 70%.</p> <p>Progression requirements:</p> <p>Exit qualification: MSc Advanced Clinical Practice requires 180 credits at Level 7 (<i>apprenticeship route</i>)</p>									

Programme Specification - Section 2

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 integrated degree apprenticeship 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 and the Advanced clinical practitioner apprenticeship standard (IoA 2018) 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
- Have competed an award at level 7 and are embedding an advanced clinical practitioner role, 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 and self-directed advanced clinical 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 in order 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 practice 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 programme (integrated degree apprenticeship route) is informed by and aligned with the BU 2025 strategic plan and the University's fusion agenda. Further information, including links to the strategic plan and a summary of the University's 'Creating, Sharing, Inspiring' Vision and Values are available from <https://www1.bournemouth.ac.uk/about/vision-values>.

Our Vision & Values - BU 2025: Excellence, Inclusivity, Creativity and Responsibility

At the heart of 'Fusion' which combines inspirational teaching, world-class research and the latest thinking in the professions to create a continuous and fruitful exchange of knowledge. The BU vision provides a personalised student experience, where students/apprentices are actively engaged in all aspects of their learning:

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- they 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;
- they will 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;
- the courses that they study will prepare them for professional practice, having been developed and shaped through close collaboration with industry, and all students will have the option to undertake a placement while studying at the University.

Bournemouth University Frames of Reference

Our Vision & Values - BU 2025: Excellence, Inclusivity, Creativity and Responsibility
HSS Strategy Plan and ESEP (Education and Student Experience Plan).

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.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent learning.

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 and in line with the apprenticeship requirements, apprentices/students 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 clinical supervisor/assessor in practice to support learning of the clinical skills required for their advanced clinical practice roles. They also draw on the expertise of colleagues from their cohort and from their own work areas to enhance and advance their learning. The LPs who work in practice, as well as at BU and/or profession-specific tutors, signpost students to appropriate work-based learning opportunities and provide support to negotiate learning experiences for the students. Throughout the programme, apprentices/students gather evidence of interactions with patients and are assessed within their clinical practice settings, all of which is captured in a professional portfolio that represents formative assessment, supporting preparation for end point assessment. The programme leader takes on a co-ordinating role and provides any input required to ensure all apprentices/students have appropriate support and guidance throughout their programme, ensuring there is adequate profession-specific / discipline-specific input, as well as the more generic advanced clinical practice elements.

STAFF DELIVERING THE PROGRAMME

Apprentices/students 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 mentors in practice (who are prepared by BU for this role). Due to the significantly high level of clinical practice-based elements of the programme, the majority of the units of learning are led and taught by lecturer practitioners, who work within practice settings as Advanced Practitioners / Advanced Nurse Practitioners.

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Library and Learning Support

Library and Learning Support (LLS) is part of Student and Academic Services (SAS), a service orientated directorate which works in partnership with Faculties, Professional Services and students. There are five key areas where SAS supports enhancements: fusion-based academic practice; knowledge dissemination and effective academic practice; facilitation of BU-wide curriculum initiatives; research; and technology and learning resources, including providing expertise for the design and delivery of appropriate learning spaces.

Bournemouth University Library service has a dedicated Subject Librarian with assistance from Academic Support Librarians who are responsible for the development and delivery of a library service to HSS students. Their activities include developing robust and up to date collections of books, subscribing to journals, databases and multimedia materials. Information retrieval skills workshops are delivered in group timetabled sessions and also through informal one to one subject advice sessions. The library website has a web-based tutorial: Info skills, which gives flexibility to students to develop their library skills at their own pace. The website also has printable guides and hand-outs on using the library, databases etc. In addition Learning Technologists work with HSC to support the development of the University virtual learning environment **Brightspace**. They provide support on a wide range of technology applications including: plagiarism checking, virtual portfolios, virtual conference tools and social media applications.

Learning Spaces

Apprentices/students can take advantage of library spaces on both campuses that are designed to accommodate different learning activities. Bournemouth House Library has 200 study spaces.

Overall the university libraries feature:

- Zones for both silent study and group or collaborative learning;
- Over 348 fixed PCs, including 64 pre-bookable PCs for silent study or group work;
- Enhanced Wi-Fi (including printing) and power sockets for laptop users;
- 21 Bookable Technoboosts: technology-rich, social learning spaces designed for students to work on group assignments or presentations,
- Continual development of learning spaces that builds on award-winning library design for the best mix of individual and group study spaces;

In addition to computing facilities within the libraries there are two 24-hour Open Access Centres managed by IT Services with PCs, copying, printing, scanning and binding facilities. Social computing is also available in communal and recreation areas across the two campuses.

Brightspace

Taught sessions will be supplemented by on-line information via Brightspace. In addition, all apprentices/students will have access to the generic HSS Handbook available on-line, together with a programme specific handbook and Unit Guides for the units they are studying. Announcements and notices will also be posted on Brightspace. These resources have been developed to ensure all apprentices/students are able to access the same levels of support. The website contains high quality, specifically developed learning resources and links to key resources within and outside of the University.

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INTENDED LEARNING OUTCOMES & HOW THE PROGRAMME ENABLES APPRENTICES/STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

MSc ADVANCED CLINICAL PRACTICE PROGRAMME LEVEL 7 INTENDED PROGRAMME OUTCOMES

Year 1 - route 1 and 2

Year 2 route 1 – programme with independent and supplementary prescribing

Year 2 route 2 – programme with evidencing professional learning units

Year 3 – all routes

<p>A: Subject knowledge and understanding This MSc Advanced Clinical Practice programme (integrated degree apprenticeship route) /level 7 provides opportunities for apprentices/students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable apprentices/students to achieve and to demonstrate MSc Advanced Clinical Practice programme/level 7 learning outcomes:</p>
<p>A1 Critically review and evaluate the historical, political and economic influences upon the development of advanced professional roles in health care;</p> <p>A2 Demonstrate critical awareness of the issues relating to advanced professional practice;</p> <p>A3 Critically analyse how law, ethics and professional accountability relate to advancing professional 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 pharmaco-dynamics of major classes of drugs and patho-physiology;</p> <p>A6 Route 1: Apply knowledge of pharmacodynamics and pharmacokinetics to their prescribing practice, including the monitoring of response to therapy and justification to modify treatment;</p> <p>OR</p> <p>Route 2: Apply knowledge of pharmacodynamics and pharmacokinetics to their role, 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 - route 1)); • Seminar (A7) <p>Self-directed study (A7).</p> <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 route 2)); • A5 (route 1) – unseen exam; • A6 (route 1) – OSCE and portfolio; • Project proposal and project paper (A7).
<p>B: Intellectual skills This MSc Advanced Clinical Practice programme (integrated degree apprenticeship route) /level 7 provides opportunities for apprentices / students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable apprentices / students to achieve and to demonstrate MSc Advanced Clinical Practice programme/level 7 learning outcomes:</p>
<p>B1 Critically reflect on their diagnostic reasoning and critical thinking skills in order to manage complex health care problems;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<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 (route 2) or prescribing practice (route 1);</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 the practice of independent and supplementary prescribing (route 1) Or to therapeutic/pharmacological treatments (route 2);</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"> • lectures (B1, B4); • seminars (B1, B2, B3, B5 - route 2); • Directed reading (B4); • 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 (route 2)); • B1, B2, B4 (Route 1) portfolio; • End point assessment (B3); • Project proposal and project paper (B5, B6).
<p>C: Practical skills This MSc Advanced Clinical Practice programme (integrated degree apprenticeship route) /level 7 provides opportunities for apprentices / students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable apprentices / students to achieve and to demonstrate the MSc Advanced Clinical Practice programme/level 7 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 Route 1; Proactively develop dynamic clinical management plans and prescribe safely, appropriately and cost effectively, including numeracy;</p> <p>OR</p> <p>Route 2; Evaluate clinical management plans;</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"> • OSCE (C3, C4); • coursework essays (C1, C2, C6); • OSCE and portfolio - (Route 1 - C5, numeracy test in portfolio; C2 – portfolio); • Proposal for and service improvement project (C7).

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<p>C6 Devise and evaluate appropriate strategies for promoting optimal health and preventing disease working in partnership with others and delegate appropriately to optimise health outcomes;</p> <p>C7 Critically identify and formulate the Service Improvement problem and produce relevant, clear and focused aims and objectives.</p>	
<p>D: Transferable skills This MSc Advanced Clinical Practice programme (integrated degree apprenticeship route) /level 7/ provides opportunities for apprentices / students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable apprentices / students to achieve and to demonstrate MSc Advanced Clinical Practice programme/level 7 learning outcomes:</p>
<p>D1 Critically appraise relevant research and evaluate their developing role in relation to their client group demonstrating the impact of Advance 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 clinical practitioner, in line with the Institute of Apprenticeship standard for advanced clinical practitioner, alongside adherence to the apprentice's professional registration;</p> <p>D6 Demonstrate reflection and critical evaluation of change/improvement in professional practice;</p> <p>D7 Produce a robust action plan/strategy for the development of the proposed Service improvement 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>D9 Be prepared for undertaking the end point assessment.</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, - route 2)); • directed reading (D1, D2); • Self-directed learning (D3, D4, D5); • Work-based learning (D3, D4, D5, D6, - route 2); • lectures (D7, D8); • seminars (D7, D9); • Self-directed study (D7, D8, D9). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (D1, D2); • End point assessment (D3, D4, D5, D6, D9); • Project proposal and project report (D7, D8).

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ADMISSION REGULATIONS

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

Applicants to the MSc Advanced Clinical Practice programme must have achieved level 2 Maths and English (i.e. GCSE grade C or above) or equivalent and provide evidence of this as a pre-requisite to application for the programme.

Applicants to the Apprenticeship route must meet the acceptable qualifications for English and Maths requirements for apprenticeships defined by the Education Skills Funding (ESFA) at level 2 and above.

IELTS

Applicants to the MSc Advanced Clinical Practice programme whose mother tongue is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are:

IELTS (academic) 7 (with a minimum of 7 in each of four categories) or direct equivalent.

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-postgraduate-admissions-regulations.doc>

- Be registered with the Nursing and Midwifery Council or Health and Care Professions Council or registration as a health care scientist working in a clinically-based, patient-facing role and have 3-years post qualifying experience;
- be currently engaged in practice, normally a minimum of 30 hours/week where they are supported and are able to undertake assessing and examining skills;
- if undertaking the Independent and Supplementary Prescribing unit students must meet the entry criteria for these units as outlined in the relevant programme specification.

Applicants will be required to complete the non-standard BU application form specific to the MSc Advanced clinical practice (advanced clinical practitioner integrated degree apprenticeship route) providing written evidence in the form of a contract that all parties, sponsoring managers, clinical supervisor/assessors and students, are actively committed to an Advanced Clinical Practitioner role and the level of investment required in terms of time and resources.

Applicants to the Apprenticeship route for whom English is not their first language: IELTS (Academic) 6.5 with a minimum of 6.0 in writing and 6.5 in speaking, listening and reading. For OET: At least a grade C in the writing section, and at least a grade C+ in the reading, listening and speaking sections.

*If students do not hold a 1st degree, they are asked to complete pre-admission work that must be reviewed by the programme leader before a decision is made as to whether the apprentice is able to continue with programme application.

Recognition of Prior Learning

Individual Unit Exemption: Students who have successfully completed a 40-credit 'Independent and Supplementary Prescribing' unit at Level 6 either at BU or another HEI and/or 20-credit 'Advanced History Taking and Physical Assessment' unit (new title for this unit is History Taking and Physical Examination for Advancing Practice) at Level 6 in common with Level 7 students and who have since advanced their knowledge and skills to Level 7 in their professional role may be granted Recognition of Prior Learning (RPL) for up to 60 credits towards these 40 and 20 credit Level 7 units provided that the student demonstrates through an agreed RPL assessment process that the prior learning is demonstrably at Level 7 and is deemed current and appropriate. Where students are exempt from these two units, no other RPL exemptions will be granted.

Students who have undertaken units of learning at Level 7 that can be mapped against the intended learning outcomes of the evidencing professional learning unit may RPL these units into the programme. However, these units of learning must be appropriate to advancing clinical practice and approval sought from the programme leader of the relevance of the units of learning to the programme and the particular pathway being followed by the individual student. The University's standard RPL credit allowances apply to all other students.

PROGRESSION ROUTES

In order 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 Postgraduate Assessment Regulations](#) with the following approved exceptions

Pass mark

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

For the 'History taking and physical examination for advancing practice' unit: In order to pass the unit 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 mOSCE, no overall pass can be given and the student will therefore fail the assessment. If a student is required to make a second attempt it will be necessary to undertake the whole summative assessment.

Provision for failed candidates

In order to progress to the 'Assessment, critical reasoning and decision making for advancing clinical practice' unit within Level 7, students must pass the 'History taking and physical examination for advancing practice' unit. Where a student has failed 'History taking and physical examination for advancing practice' unit, an **Assessment Board will be convened** to set reassessment.

Progression to:

- Assessment, critical reasoning and decision making for advancing clinical practice OR
- Assessment, critical reasoning and decision making for advancing clinical practice (Midwifery) will be subject to successful resubmission determined by the Chair of the Board. (This may be confirmed by Chairs Action).

For the '**Independent and Supplementary Prescribing**' and 'Supplementary Prescribing' units, a pass will be awarded as follows:

- Pharmacology Examination - The pass mark for the examination will be 80% (assessed on a pass/fail basis).
- Numeracy exam - The pass mark for the numeracy test will be 100% (assessed on a pass/fail basis).
- Coursework – Portfolio - a pass will be awarded where the overall element mark is at least 50%. (100%)
- All formal elements of assessment must be awarded a pass for candidates to pass the unit

If an apprentice/student in any element of assessment fails to answer correctly any question that may result in direct harm to a patient/client or within written submissions within the portfolio recommends treatment which may result in direct harm to a patient/client, the student will fail that element of the programme. If this occurs where a student is being reassessed, the student will be required to re-register and to re-attend the programme.

Programme Specification - Section 2

Attendance

Both the Health and Care Professions Council and the Nursing and Midwifery Council require 100% attendance: the programme team maintain a register.

Students who miss one day of the programme are 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.

Students who miss two days will be required to discuss with the programme leader and their manager their withdrawal or deferment from the unit.

Compensation

Compensation does not apply to any units.

Programme Skills Matrix: MSc Advanced Clinical Practice Programme (Apprenticeship route)

Units – MSc Advanced Clinical Practice		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	D 9				
L E V E L 7	Advanced Practice: Contextual Issues and Professional Development	*	*	*																			*	*										
	History Taking and Physical Examination for Advancing Practice				*													*	*															
	Assessment, Critical Reasoning and Decision-Making for Advanced Clinical Practice									*						*	*					*				*								
	OR Assessment, Critical Reasoning and Decision-Making for Advanced Clinical Practice (Midwifery)									*						*	*					*			*									
	Independent and Supplementary Prescribing (route 1)					*	*				*		*				*	*			*					*								
	OR Evidencing Professional Learning 1 (route 2)					*	*				*		*				*	*			*													
	AND Evidencing Professional Learning 2 (route 2)		*									*															*							
	Preparing for Your Service Improvement Project													*	*													*	*					
	Service Improvement Project							*						*	*							*												
Advanced Clinical Practitioner End Point Assessment Preparation – <i>includes gateway for apprenticeship, eligibility for end point assessment preparedness</i>											*														*	*	*	*					*	

<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Critically review and evaluate the historical, political and economic influences upon the development of advanced professional roles in health care; 2. Demonstrate critical awareness of the issues relating to advanced professional practice; 3. Critically analyse how law, ethics and professional accountability relate to advancing professional practice; 4. Demonstrate advanced knowledge of the anatomy and physiology of the human body; 5. Demonstrate advanced knowledge and understanding of the pharmacokinetics and pharmaco-dynamics of major classes of drugs and patho-physiology; 6. Route 1: Apply knowledge of pharmacodynamics and pharmacokinetics to their prescribing practice, including the monitoring of response to therapy and justification to modify treatment OR Route 2: Apply knowledge of pharmacodynamics and pharmacokinetics to their role, including the monitoring of response to therapy and justification to modify treatment; 7. To gain sufficient knowledge regarding an appropriate, systematic and justified methodology in a complex professional area. 	<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. 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; 2. Demonstrate the ability to establish a therapeutic relationship that empowers and educates clients to their preferred approach to learning, motivation and developmental stage; 3. Demonstrate competence in their ability to obtain a relevant and comprehensive patient history utilising advanced assessment skills, including medication history and current medication; 4. Demonstrate competence in their ability to perform a complete physical assessment of all body systems, distinguishing normal from abnormal findings; 5. Route 1; Proactively develop dynamic clinical management plans and prescribe safely, appropriately and cost effectively, including numeracy OR Route 2; Evaluate clinical management plans; 6. Devise and evaluate appropriate strategies for promoting optimal health and preventing disease working in partnership with others and delegate appropriately to optimise health outcomes; 7. Critically identify and formulate the Service Improvement problem and produce relevant, clear and focused aims and objectives.
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. Critically reflect on their diagnostic reasoning and critical thinking skills in order to manage complex health care problems; 2. 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 (route 2) or prescribing practice (route 1); 3. 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>D – Transferable Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. Critically appraise relevant research and evaluate their developing role in relation to their client group demonstrating the impact of Advanced Practice; 2. Disseminate their vision for their advanced practice role in an inter-professional healthcare setting; 3. 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; 4. 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;

<ol style="list-style-type: none"> 4. Critically evaluate their legal, ethical and professional responsibilities in relation to the practice of independent and supplementary prescribing (route 1) OR to therapeutic/pharmacological treatments (route 2); 5. To acquire well-grounded problem identification, critical literature review, evaluation, change management, research, practice and/or service development skills; 6. 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. 	<ol style="list-style-type: none"> 5. Demonstrate competence and provide comprehensive, relevant evidence of their professional development as an advanced clinical practitioner, in line with the Institute of Apprenticeship standard for advanced clinical practitioner, alongside adherence to the apprentice's professional registration; 6. Demonstrate reflection and critical evaluation of change/improvement in professional practice; 7. Produce a robust action plan/strategy for the development of the proposed Service improvement activity, incorporating appropriate methodological, ethical and design issues and decisions; 8. Devise and apply an appropriate literature review strategy demonstrating critical evaluation skills; 9. Be prepared for undertaking the end point assessment.
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