

1. PROGRAMME SPECIFICATION

For the Integrated Degree Apprenticeship Advanced Clinical Practitioner (incorporating an award of MSc Advanced Clinical Practice)

Managed by the Faculty of Health and Life Sciences

Delivered by Department of Nursing and Midwifery

Date approved:	July 2018
Applies to students commencing study in:	September 2018/January 2019

2. RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
11/07/2019	Update course codes	New SRS codes
11/09/2019	Update module codes	New SRS codes
19/03/2020	Update module lists	Minor change agreed
28/06/2021	Add SACT Administration and Patient Care as an 'optional' module	New module developed for this programme

3. SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Marston Road Campus Jack Straws Lane, Marston OX3 0FL
Language of study:	English
Final award(s):	-MSc in Advanced Clinical Practice (awarded by OBU) -Integrated Degree Apprenticeship Advanced Clinical Practitioner (awarded by the IFA)
Programme title:	Advanced Clinical Practice
Interim exit awards and award titles available:	PGD-ACP POSTGRADUATE DIPLOMA ADVANCED CLINICAL PRACTICE* PGC-ACP POSTGRADUATE CERTIFICATE ADVANCED CLINICAL PRACTICE*
Brookes course code:	MSC-ACP-DA
2UCAS code:	N/A
JACS code:	B714
HECoS code:	100258
Mode of delivery:	Face to face
Mode and duration of study:	Part time (Face to Face / on Campus) Normal completion time - 36 months
QAA subject benchmark statement which apply to the programme:	N/A
Apprenticeship Standard:	Advanced Clinical Practitioner Degree Apprenticeship https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/
Professional accreditation attached to the programme:	None
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

* students will be awarded credit that can be transferred to these awards

SECTION 2: WHY STUDY THIS PROGRAMME?

2.1 Rationale for/distinctiveness of the programme

This programme of study will ensure the development and support of experienced healthcare professionals as leaders, as well as helping them work at the leading edge of their speciality to examine, develop and evaluate health care practice from within their sphere of influence. To this end the programme curriculum ensures there is an emphasis on practice-focused learning throughout, with learning and assessments being based around practice and the workplace. The programme identifies the importance of developing the skills of the healthcare practitioner for practice, leadership, research, and education, to enable the transferability of the programme to direct service provision.

Within the programme, the influences of a global academic and work environment on the development, delivery and evaluation of healthcare is explored. The curriculum content is informed by relevant international research and evidence-based literature. International literature is also used as comparative material, in helping students to expand the breadth of their studies and develop a depth of critical analysis and evaluation.

Students are seen as partners within the programme delivery. Implicit within this is the recognition and appreciation of the knowledge, skills, experience, abilities and strengths brought by each student to a group of professional colleagues. The programme identifies the importance of the individual person within the educational process and the journey of life-long learning from both a personal and professional perspective.

Aim/s of the programme

The central aims of the programme are:

- To challenge and extend the knowledge, skills and attitudes of health care professionals
- To prepare, support and develop leaders of health care within clinical practice, education, research, and management roles

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

1. Academic Literacy

- Critically analyse the direct and indirect impact of local, national and international pressures, evidence and policy on service delivery, making innovative suggestions for change (also contributes to GA 2 and 4)
- Engage in inter-professional teamwork and apply leadership principles to promote safe, evidence-based and effective patient-focused care (also contributes to GA 2 and 3)
- Independently problem-solve and manage risk in complex situations (also contributes to GA 3)
- Apply a judicious balance of financial and professional principles to decision-making to enhance quality, productivity and value (also contributes to GA 3 and 5)

2. Research Literacy

- Critically analyse theory and the evidence-base for practice, and synthesize and apply the outcomes to inform professional knowledge and drive change at individual, team, organisational and system levels (also contributes to GA 1,3, 4 and 5)
- Develop conceptual understanding to critically evaluate research methodologies and methods used for research, audit and service evaluation relevant, as relevant to the student's discipline or area of expertise (also contributes to GA 1, 3, 4 & 5)
- Design and conduct a research or audit project and disseminate findings to further understanding about a specific area of health and social care practice (also contributes to GA 1, 3, 4 and 5)

3. Critical Self-awareness and personal literacy

- Critically evaluate their own beliefs and values, and articulate the development and influence of those values on practice, applying a range of reflective frameworks (also contributes to GA 1 and 2)
- Demonstrate initiative and autonomy in making evidence-based, ethical decisions in partnership with patients/clients and/or colleagues and agencies, exercising sensitivity to cultural and lifestyle diversity (also contributes to GA 2 and 5)
- Facilitate learning and influence others to adopt lifelong learning and values-based care using relevant teaching, mentoring and coaching theories (also contributes to GA 1 and 2)

4. Digital and information literacy

- Engage in online learning activities, developing skills and practices necessary to become a confident, agile adopter of a range of technologies for personal, academic, and professional use (also contributes to GA 1, 2, 3 and 5)
- Use appropriate technology to search for high quality information, to facilitate critical evaluation and engagement with information relevant to advanced practice (also contributes to GA 1, 2, 3 and 5).
- To reflect on and record learning to facilitate professional and personal development, and engage productively in relevant online communities (also contributes to GA 1, 2 and 5)

5. Active citizenship

- Assess patients/clients' needs, to diagnose, plan, and evaluate complete episodes of care for their specific patient/client group, applying new and existing skills with therapeutic expertise and precision (also contributes to GA 1 and 3)
- Critically appraise advanced practice roles and synthesize arguments for service development based on current national and international political, professional and economic influences (also contributes to GA 1, 2, 3, and 4)
- Promote user and public involvement in service provision and evaluation (also contributes to GA 3)
- Evaluate the impact of research on practice locally and globally, demonstrating integration of this evaluation into evidence-based practice and guidelines (also contributes to GA 1, 2, 3, and 4)
- Evaluate use of knowledge and skills to improve society through actively engaging with issues of equity, sustainability, and social justice (also supports GA 1, 2, and 3)

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
NURS7030	Advanced History Taking and Assessment	20	7	Compulsory	100% coursework (practical assessment)
NURS7031	Diagnostic Reasoning in Practice	20	7	Compulsory	100% coursework
NURS7076	Advancing Professional Practice	20	7	Compulsory	100% coursework
NURS7061	Applied Research Methods	10	7	Compulsory	100% coursework
NURS7062	Dissertation in Advanced Practice	50	7	Compulsory	100% coursework
NURS7078	End Point Assessment (integrated)	20	7	Compulsory	100% coursework

Optional modules (40 credits from the following)

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
NURS7005	Advanced Communication and Supportive Relationships	20	7	Optional	100% coursework
NURS7006	Advanced Symptom Management	20	7	Optional	100% coursework
NURS7008	Nursing the Person with Cancer	20	7	Optional	100% coursework
NURS7009	Care at the End of Life	20	7	Optional	100% coursework
NURS7057	Non-Medical Prescribing (V300) (Nurses)	40	7	Optional	100% coursework
NURS7058	Non-Medical Prescribing (AHPs)	40	7	Optional	100% coursework
CMNR7007	Advanced Health Promotion	20	7	Optional	100% coursework
CMNR7008	Communicable Diseases and Public Health	20	7	Optional	100% coursework
HESC7006	Operational Management in Health and Social Care	20	7	Optional	100% coursework
HESC7008	Finance in Health and Social Care	20	7	Optional	100% coursework
HESC7009	Human Resources Management in Health and Social Care	20	7	Optional	100% coursework
HESC7011	Leadership in Health and Social Care	20	7	Optional	100% coursework
NURS7067	Planning and Managing Clinical Trials	20	7	Optional	100% coursework
HESC7013	Evidence Based Practice	20	7	Optional	100% coursework
HESC7017	Work Based Learning	40	7	Optional	100% coursework

Updated Mar 2018

HESC7018	Work Based Learning	20	7	Optional	100% coursework
HESC7019	Independent Study	20	7	Optional	100% coursework
NURS7077	Advanced Critical care practice	20	7	Optional	100% coursework
CMNR7010	Infection Prevention & Control	20	7	Optional	100% coursework
NURSxxxx	SACT Administration and Patient Care	20	7	Optional	100% coursework

4.2 PROGRESSION AND AWARD REQUIREMENTS

Code	Module Title	Credits	Level	Status	Award requirements:		
NURS7030	Advanced History Taking and Assessment	20	7	Compulsory	PG Cert*	PG Diploma*	MSc
NURS7031	Diagnostic Reasoning in Practice	20	7	Compulsory			
NURS7076	Advancing Professional Practice	20	7	Compulsory			
	'choice of optional modules' (see above)	40	7	Acceptable			
NURS7061	Applied Research Methods	10	7	Compulsory			
NURS7062	Dissertation in Advanced Practice	50	7	Compulsory			
NURS7078	End point Assessment (integrated)*	20	7	Compulsory			

*students will be awarded credit that can be transferred to these non apprenticeship awards.

The End Point Assessment must be complete following successful completion of gateway requirements in order for the Apprenticeship and the PGCert, PGDip or MSc to be awarded.

4.3 PROFESSIONAL REQUIREMENTS

N/A

SECTION 5: TEACHING AND ASSESSMENT

The teaching, learning and assessment strategy of the programme reflects its interprofessional, student-centred, patient-centred and practice-focused approach. Each module has an appropriate division between structured learning activities and private study. Opportunities for sharing existing and developing skills, knowledge and experience, are maximised. In order to make the most of the range of experience, skills and knowledge within the group, a variety of teaching and learning strategies will be employed. This is to encourage development of critical self-awareness and personal literacy within the context of both academic and research literacy.

The following outlines how the teaching and learning strategies link with the following post graduate attributes:

1. Academic Literacy
2. Research Literacy
3. Critical self-awareness and personal literacy
4. Digital and information literacy
5. Active citizenship

Updated Mar 2018

- Critical self-reflection is encouraged as a means of keeping a focus on the development of individual practice (1,2,3).
- An opportunity to negotiate the specific details of some assessments to ensure that they are relevant to the development of your Health and Social Care practice (1-5).
- Tutorials are used to develop the student's focus on their own practice, and their own learning needs (1, 3).
- Group activities (e.g. action learning cycles, seminars, workshops, presentations) are used as a means of sharing knowledge, experience and skills, developing critical skills, and emphasising the interprofessional nature of health care (1-5).
- Presentation skills are developed through student-led seminars, presentations to peers, and some of the assessments (1-4)
- Academic assignments and practical assessments are used as a means of showing evidence of developing skills, knowledge and personal achievement, and providing the tangible building blocks for lifelong learning (1-5).

Assessment plays a key role in ensuring development, and demonstrates the required knowledge and skills to successfully complete the programme. The University has developed an Assessment Compact to make explicit what the expectation of the University is in terms of assessment and gaining feedback on performance as well as responsibilities for engaging in these processes. The types of assessments used within this programme are varied, and may include reflective essays, critical analysis of clinical practice, a research proposal, Objective Structured Clinical Examination (OSCEs), and in class test. These are chosen because of their appropriateness for individual module and programme learning outcomes and content, the academic standard expected and the different styles of learning that students' exhibit. Assessments are used to give an opportunity to demonstrate knowledge as well as the critical and reflective analysis required for professional practice. The assessments will also provide an opportunity to experience a range of post graduate attributes that will prove valuable in the student's future career.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Academic entry requirements:

- Evidence of degree (level 6) study from a recognised UK or overseas institution, or an equivalent professional / other qualification.
- Hold professional registration with the relevant Professional Body in the UK.
- Have British Council IELTS: overall score of level 7 or above
- English and Maths at level 2 or equivalent

Employment/job role requirements

- Employed as Advanced Clinical Practitioner*
- Minimum of three years post-registration experience
- Engaged in professional practice in the UK in a role in which they can achieve the clinical skills required
- Have access to an appropriate clinical supervisor within practice, supported by their line manager

*Apprentices will be employed as Advanced Clinical Practitioners. ACPs are experienced clinicians who demonstrate expertise in their scope of practice. They manage defined episodes of clinical care independently, from beginning to end, providing care and treatment from the time an individual first presents through to the end of the episode, which may include admission, referral or discharge or care at home. They carry out their full range

of duties in relation to individuals' physical and mental healthcare and in acute, primary, urgent and emergency settings (including hospitals, general practice, individuals' homes, schools and prisons, and in the public, independent, private and charity sectors). They work as part of the wider health and social care team and across traditional professional boundaries in health and social care.

Sign up (application) for the Integrated Degree Apprenticeship Advanced Clinical Practitioner (incorporating an award of MSc Advanced Clinical Practice) is thorough UK Partnerships sign up process for apprenticeships.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Students are required to have an up-to-date DBS check completed by their employer before applying to commence their studies at the university.

Accredited Prior Learning

If an apprentice holds any relevant qualifications in a health related subject at level 7 this will be taken in to consideration and modular exemptions will be applied as appropriate.

SECTION 7: PREPARATION FOR EMPLOYMENT

Apprentices will be employed as an Advanced Clinical Practitioner for the duration of the programme in a relevant health care setting. They will be supported in the workplace by a practice supervisor.

Alongside support in the workplace, apprentices will be able to access University careers services to support individual career planning or personal development needs.