

PROGRAMME SPECIFICATION

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

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

Section 1: General information

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Language of study:	English
Final award/s:	MSc
Programme title:	Advanced Clinical Practice
Interim exit awards and award titles available:	PG Cert PGC-ACP PG Diploma PGD-ACP
Brookes course code:	MSC-ACP (Old Code - HL81)
UCAS code:	****
JACS code:	****
HECoS code:	****
Mode of delivery: (Mode of Study given in brackets)	PART-TIME [face to face/on-campus/blended]
Duration of study:	Normal completion time: 3-5 years Maximum permitted duration of study: 5 years
Subject benchmark statement/s which apply to the programme:	HEE (2017) 'Multi-professional framework for advanced clinical practice in England'
Professional accreditation attached to the programme:	NA
Apprenticeship Standard:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/ Specific Regulations: HEE (2017) 'Multi-professional framework for advanced clinical practice in England' also apply.

SECTION 2: WHY STUDY THIS PROGRAMME?

The MSc Advanced Clinical Practice comprises core modules of study that facilitate the development and progression of experienced healthcare professionals working at the leading edge of their specialty. The curriculum focuses students' learning on the analysis, development, and evaluation of advanced clinical practice. The programme recognises the significance of developing knowledge and skills in leadership, critical decision-making, clinical expertise, and research. This enables students to utilise attributes of the programme to influence service provision within their sphere of healthcare practice.

The curriculum explores the influences of a global academic and work environment on the development, delivery, and evaluation of healthcare, informed by relevant national and international research and evidence based literature. Students are encouraged to expand the breadth of their studies and develop a depth of critical analysis and evaluation of healthcare practice.

The programme identifies the importance of each individual within the education process and the journey of life-long learning from both a personal and professional perspective. 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.

SECTION 3: PROGRAMME LEARNING OUTCOMES

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

3.1 ACADEMIC LITERACY

- Develop a theoretical base to facilitate problem-solving / professional reasoning in the identification and management of risk in complex situations
- Critically analyse the direct and indirect impact of local, national and international drivers, directives, and policy on service delivery, making innovative suggestions for change
- Engage in collaborative practice/ teamwork and apply leadership principles to promote safe, evidence based, and effective patient / client focused care
- Apply a judicious balance of financial and professional principles to decision-making to enhance quality, productivity and value

3.2 RESEARCH LITERACY

- Critically analyse healthcare theory and the evidence base for practice, and synthesize and apply the outcomes to inform professional knowledge and initiate change at an individual, team, organisation, and system level
- Develop conceptual understanding to critically evaluate research methodologies and methods used for research, audit, and service evaluation, as relevant to the student's area of expertise
- Design and conduct a research / audit / service evaluation project and disseminate findings to promote understanding of specific areas of healthcare practice
- Evaluate the impact of research on practice, demonstrate integration of this evaluation into evidence- based practice and guidelines

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- Critically evaluate own beliefs and values, and articulate the development and influence of such values on healthcare provision, through reflective practice
- Demonstrate initiative in making evidence based, ethical decisions in partnership with patients/clients and/or colleagues, whilst exercising sensitivity to cultural and life- style diversity
- Assist learning and encourage others to embrace life-long learning by adopting values based care using teaching, mentoring, and coaching theories

3.4 DIGITAL AND INFORMATION LITERACY

- Confidence and proficiency in eLearning abilities, having become an active member of the programme's on-line community
- Use appropriate technology to search for and critically evaluate high quality information relevant to advanced practice

3.5 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 knowledge and skills with therapeutic expertise and precision
- Critically appraise advanced clinical practice roles and synthesize arguments for service development based on current national and international political, professional, and economic influences
- Promote user and public involvement in service provision and evaluation
- Critically evaluate knowledge and understanding of ethical, social, and legal issues which may impact on the development of advanced clinical practice in a variety of contexts

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
NURS7030 (P44011)	Advanced History Taking and Assessment	20	7	Compulsory	100% coursework (practical assessment)
NURS7031 (P44012)	Diagnostic Reasoning in Practice	20	7	Compulsory	100% coursework
NURS7076 (P44041)	Advancing Professional Practice	20	7	Compulsory	100% coursework
	'choice of optional modules'	60	7	Acceptable	100% coursework
NURS7061 (P44061)	Applied Research Methods	10	7	Compulsory	100% coursework
NURS7062 (P44062)	Dissertation in Advanced Practice	50	7	Compulsory	100% coursework

4.2 PROGRESSION AND AWARD REQUIREMENTS

Indicate any specific requirements for progression and awards in respect of the modules that must be passed, including any requirements that must be met to qualify for interim exit awards:

Code	Module Title	Credits	Level	Status	Award requirements:		
NURS7030 (P44011)	Advanced History Taking and Assessment	20	7	Compulsory	PG Cert	PG Diploma	MSc
NURS7031 (P44012)	Diagnostic Reasoning in Practice	20	7	Compulsory			
NURS7076 (P44041)	Advancing Professional Practice	20	7	Compulsory			
	'choice of optional modules'	60	7	Acceptable			
NURS7061 (P44061)	Applied Research Methods	10	7	Compulsory			
NURS7062 (P44062)	Dissertation in Advanced Practice	50	7	Compulsory			

4.3 PROFESSIONAL REQUIREMENTS

NA

SECTION 5: TEACHING AND ASSESSMENT

The teaching, learning and assessment strategy of the programme reflects HEE (2017) 'Multi-professional framework for advanced clinical practice in England'.

Module learning outcomes and delivery focus on:

- patient centred direct healthcare
- professional leadership and collaborative practice improving quality and developing advanced clinical practice
- developing self and others

Each module has an appropriate division between structured and / or blended learning activities, and private study. Opportunities for sharing existing knowledge and experience, and developing new knowledge / understanding and skills, are maximised. In order to optimise students' contribution, from the range of knowledge, skills, and experience within the group, a variety of teaching and learning strategies will be employed, e.g. face to face and blended learning. 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
- 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 individual's healthcare practice, and service provision (1-5)
 - Tutorials are used to develop the student's focus on their advanced clinical practice, and their own learning needs (1, 3)
 - Group activities (e.g. action learning groups, seminars, workshops, presentations) are used as a means of sharing knowledge, experience and skills, developing critical skills, and emphasising the interprofessional nature of healthcare (1-5)
 - Presentation skills are developed through student led seminars, presentations to peers, and elements of other assessments (1-4)
 - Academic essays are used as a means of showing evidence of developing critical analysis and/or reflective skills, knowledge and understanding, and experience of personal achievement; providing the tangible building blocks for life-long learning (1-5)
 - On-line learning via module Moodle sites (1-5)

The principles of Brookes Assessment Compact are demonstrated in this programme through:

- Emphasis on formative assessment and feedback
- Support in developing self-assessment skills
- Student input into the design of assessments and marking strategies
- Encouragement of students to identify learning opportunities in clinical practice

Students will be assessed in each of the modules they undertake. The types of assessments used within this programme are varied; including reflective essays, critical analysis of evidence based practice, a research / project proposal, practical assessments, and Objective Structure Clinical Examination

(OSCEs) and a 'portfolio of evidence' should the student choose to complete the optional acceptable module in Non-medical Prescribing.

The assessment strategies are chosen because of their appropriateness regarding individual module learning outcomes, programme learning outcomes, the academic standard expected, and the different styles of learning that students' exhibit. Assessments are used as an opportunity for students to demonstrate knowledge, understanding, critical thinking, and reflective analysis required for advanced practice. The assessments also offer students a chance to experience a range of post graduate attributes that will prove valuable in their future career(s).

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

- UK or overseas healthcare degree from a recognised institution or professional / other qualification
- Must be currently registered in the UK with either the 'Health Care and Professions Council' or 'Nursing and Midwifery Council'
- Must have a minimum of three years post qualification / post registration experience
- Be employed in clinical / healthcare practice, in the UK, in a role with consistent patient contact that facilitates development of knowledge and clinical skills to meet the programme learning outcomes
- Have access to an appropriate clinical supervisor / mentor within practice
- Has support of their line manager / sponsor to undertake university studies
- If English is not the first language, must have completed the British Council's IELTS achieving an overall score of level 7 or above, with no less than a score of level 6.5 in any section.

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.

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

N/A

SECTION 7: PREPARATION FOR EMPLOYMENT

1. It is anticipated that students who complete this programme of study should be well-prepared to achieve career progression and / or function in an advanced clinical practice role within their area of healthcare expertise.