

Programme Specification for Postgraduate Programme Leading to: MSc Advanced Clinical Practice (Apprenticeship)

Applicable for all postgraduate students starting in 2021/22

Version No.	Date	Notes – QA USE ONLY	QA
1	May-21	For 2021/22 delivery, PH5620, PH5621, PH5622, and PH5623, PH5644 replaced by PH5648, PH5649, PH5650, PH5651 and PH5652. HECOS codes amended	RJC
1.1	Aug-21	Module codes updated	BT

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home College/Department/Division	College of Health, Medicine and Life Sciences/ Department of Health Sciences
4. Contributing College/Department/Division/ Associated Institution	None
5. Programme accredited by	None
6. Final award(s) and FHEQ Level of Award	MSc Advanced Clinical Practice FHEQ Level 7
7. Programme title	MSc Advanced Clinical Practice Apprenticeship
8. Programme type (single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	MSc: Part time, 36 months (3 academic years)
10. Maximum period of registration for each mode of study	Normal or standard duration plus 2 years
11. Variation(s) to September start	January and September start
12. Modes of study	Part time
13. Modes of delivery	Apprenticeship
14. Intermediate awards and titles and FHEQ Level of Award	PG Diploma Advanced Clinical Practice FHEQ Level 7 PG Cert Advanced Clinical Practice FHEQ Level 7
15. UCAS Code	N/A
16. HECOS Codes	101289 Rehabilitation Studies (40%) 100476 Health and Social Care (40%) 100270 Medical Sciences (20%)
17. Route Code	TBC
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards

V1.6 Maintained by Quality Assurance. Owned by UEC

Location: [https://intra.brunel.ac.uk/s/QSO/Team/Programmes/Programme Specification Master Proformas and Guidance/Postgraduate](https://intra.brunel.ac.uk/s/QSO/Team/Programmes/Programme%20Specification%20Master%20Proformas%20and%20Guidance/Postgraduate)

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	<p>http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf</p> <p>Brunel 2030</p> <p>L7 ACP Apprenticeship Standards https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/</p> <p>Degree Apprenticeship for Advanced Clinical Practice link https://www.gov.uk/government/organisations/institute-for-apprenticeships</p> <p>EPA assessment guidelines https://www.instituteforapprenticeships.org/media/1696/advanced-clinical-practice-assessment-plan-for-publication-march2018.pdf</p>
<p>19. Admission Requirements</p>	<p>Details of PGT entry requirements are provided on the University's and College website.</p> <p>Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.</p> <p>Must have a pre-registration degree in relevant health profession and at least 1 year of specialist clinical work experience.</p> <p>Current registration with one of the statutory regulators of health and care Professions.</p> <p>Applicants without English and maths or equivalent at Level 2 will need to undertake and pass Functional Skills as part of their apprenticeship. The details for this will be contained within the apprenticeship commitment statement.</p> <p>Recognition of Prior Learning and Higher Education Credit may be used to exempt students from module blocks in line with Senate Regulation 3.</p>
<p>20. Other relevant information (e.g. study abroad, additional information on placements)</p>	<p>To ensure compliance with L7 Apprenticeship standards the programme includes work based learning that is supported by the student's employer. The work based learning is monitored and assessed through tripartite meetings which will take place in line with the standards as set out in the employer commitment statement and individual learning plan.</p> <p>Students will only be eligible to commence PH5645 End Point Assessment once the Dissertation is completed, marked, and progression to the EPA is agreed.</p>
<p>21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.</p>	<p>The MSc award will accrue 185 of credit. The programme will therefore require individual calculation of continuation, re-assessment entitlement and award classification in variance to SR3.</p> <p>In line with the Apprenticeship Assessment Plan, results for the End Point Assessment (PH5645) will be classified as Distinction/Merit/Pass/Fail. Details of how this will contribute to the award classification can be found in Section 25.</p>
<p>22. Further information about the programme is available from the College website.</p>	<p>Link to programme information on the College website</p>

23. EDUCATIONAL AIMS OF THE PROGRAMME

The overall programme aim is to support the ongoing career development of the advanced clinical practitioner in the undertaking of the Level 7 Apprenticeship. Following successful completion of the programme, the student will be prepared for consideration of Advanced Clinical Practitioner for the leadership role in developing and improving the care and experience of service users as well as service provision across the range of health and care settings.

The key programme aims include:

- Develop the student's integrated clinical specialist knowledge, decision making and diagnostic skills underpinning the role of advanced clinical practitioner for working in a variety of health care settings.
- Use a practitioner-based approach to develop the student's advanced clinical leadership skills to challenge and change practice for the improvement of health care services.
- Equip the student with research and critical appraisal skills to apply evidence based approaches for the evaluation of clinical practice.
- Develop the student's skills to conduct clinically relevant, user- or services- based health care research.
- Enable the student to manage interdisciplinary teams to support service users through collaborative and multidisciplinary approaches.
- Enable professional growth and development through increased use of reflective practice and leadership.
- Enhance the student's ability to influence practice and policy, and contribute towards sustainable health care service delivery for the betterment of service users.
- Enhance the ability of the student to lead in education and training for continuous professional development within and across health care services.
- Demonstrate attainment of the standards of clinical leadership, research, education and advanced clinical practice of the ACP apprenticeship by successfully completing the End Point Assessment under the apprenticeship scheme.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
7	K	Critically apply evidence-based practice to own clinical specialist area				PH5603 PH5604 PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626

						PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	K	Critically evaluate clinical decision making within own specialist clinical area				PH5612 PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	K	Evaluate policies and approaches to improve clinical practice and health service outcomes within local, national and international contexts				PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	K	Apply theories and techniques for clinical				PH5612, PH5616

		leadership using multidisciplinary approaches in health and social care				PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	K	Demonstrate in-depth understanding of a range of research methods appropriate to health and social care research and practice				PH5603 PH5604
	K	Conduct reflective evaluation of teaching and learning theories and practices for supporting clinical specialist development				PH5615 PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	C	Synthesise information from a number of sources for more in-depth understanding of clinical practice and evidence based health care				PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626

						PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	C	Apply problem-solving and decision-making skills in practice				PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	C	Analyse, interpret and evaluate evidence underpinning your practice				PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	C	Reflect critically and constructively on clinical				PH5615 PH5616 PH5617

		professional role in health care				PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	C	Evaluate the contribution of own and other professionals to provide support for service users in health and social care provision				PH5612 PH5615
	S	Communicate effectively with service users and their families in own clinical practice as well as with members of interprofessional teams				PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	S	Work effectively within teams				PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629

						PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	S	Effectively manage own professional and personal learning and development				PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	S	Apply information and communication technology (ICT) to clinical practice				PH5616 PH5617 PH5618 PH5619 PH5648 PH5649 PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	S	Utilise project management skills for time and resource considerations				PH5616 PH5617 PH5618 PH5619 PH5648 PH5649

						PH5650 PH5651 PH5624 PH5625 PH5626 PH5641 PH5647 PH5629 PH5630 PH5631 PH5632 PH5633 PH5634 PH5635 PH5636 PH5637 PH5642 PH5652 PH5643
	S	Formulate, conduct and complete dissertation research in own specialist clinical area	x			PH5611
	S	Demonstrate capabilities outlined in the ACP standards for the apprenticeship				PH5645

MSc

Following completion of the programme, the student will have demonstrated an ability to:

Knowledge and Understanding (K)

- Critically apply evidence-based practice to own clinical specialist area
- Critically evaluate clinical decision making within own specialist clinical area
- Evaluate policies and approaches to improve clinical practice and health service outcomes within local, national and international contexts
- Apply theories and techniques for clinical leadership using multidisciplinary approaches in health and social care
- Demonstrate in-depth understanding of a range of research methods appropriate to health and social care research and practice
- Conduct reflective evaluation of teaching and learning theories and practices for supporting clinical specialist development
- Demonstrate capabilities in the four ACP standards under the L7 apprenticeship as assessed by the EPA

Cognitive and Thinking skills (C)

- Synthesise information from a number of sources for more in-depth understanding of clinical practice and evidence based health care
- Apply problem-solving and decision-making skills in practice
- Analyse, interpret and evaluate evidence underpinning your practice
- Reflect critically and constructively on clinical professional role in health care
- Evaluate the contribution of own and other professionals to provide support for service users in health and social care provision

Transferable and Other Skills (S)

- Communicate effectively with service users and their families in own clinical practice as well as with members of interprofessional teams
- Work effectively within teams
- Effectively manage own professional and personal learning and development
- Apply information and communication technology (ICT) to clinical practice
- Utilise project management skills for time and resource considerations
- Formulate, conduct and complete dissertation research in own specialist clinical area

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The programme will include a range of lectures, tutorials, seminars and workshops that cover broad subjects, providing an interdisciplinary perspective on important topics, as well as specialist lectures to enhance the advanced clinical practitioner's development of academic and clinical expertise.

Lectures will be provided by academic and clinical staff on a range of key aspects of specialist clinical practice, leadership, research, and educational provision appropriate to the development of the advanced clinical practitioner's breadth and depth of knowledge for practice. The use of e-learning platforms and resources, such as recorded lectures and online materials in Blackboard Learn (BBL), will provide further up-to-date content and input relevant to programme and module learning outcomes, as well as provide flexible access to a wide range of resources to facilitate learning for students in employment. Critical reading and evaluation of policies, guidelines and relevant research will form the basis for seminars, debates and interactive workshops.

For the MSc dissertation, early support for development of research proposal and academic skills for conducting research will be promoted through close collaborative support of the student between academic and clinical based supervisors.

Use of an Individual Learning Plan (ILP) and timely reviews with student and work based learning mentor.

Development and maintenance of the electronic portfolio for compiling evidence for the ACP standards as assessed in the EPA.

Learning and teaching strategies include:

Lectures
Seminars
Workshops
Oral Presentations, debates, clinical case scenarios
Continuing Professional Development activities
Group work
Electronic Portfolio development
Dissertation and Research project

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Module Exams, critical essays, portfolios, oral presentations and dissertation:

The programme will use a range a flexible and engaging approaches to assessment. The choice of the specific type of assessment will be appropriate to the intended learning outcomes of the taught modules. The assessment strategies will balance the need to demonstrate knowledge and competencies with more in- depth and critical approaches to learning. Such assessment approaches will include examinations, presentations of relevant clinical case scenarios, and coursework, which will take the form of critical assessment of literature and research, critical essays, and the development of the selected portfolio of learning. Finally, the dissertation provides demonstration of an ability to synthesise and critically evaluate current research underpinning clinical practice, and to develop and undertake relevant research as well as its dissemination.

Synoptic Assessment using the End Point Assessment Module at the end of the programme, following attainment of all gateway thresholds - in accordance with the published guidelines for the apprenticeship detailed in:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/>

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand

column;

- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

Level 5

*Students studying the entire MSc **part-time** will study 185 credits over three years. The Dissertation will begin at the end of the second year and continue into the third year. The End Point Assessment module will be undertaken at the end of the third year.*

Compulsory assessment block codes, titles and credit

Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume

Optional Study block codes, titles and credit volume

Compulsory modular block codes, titles and credits

PH5611 Dissertation (60 credits) Core: Block, 1

PH5603 Quantitative Methods and Design for Health Science Research (15 credits)

PH5604 Qualitative Research in Health and Social Care (15 credits)

PH5612 Advanced Clinical Leadership (15 credits)

PH5645 End Point Assessment for Advanced Clinical Practice Core: Block (20 credits)

Special note: PH5645 can only be undertaken following Dissertation submission and progression board has convened, and joint agreement of candidate's readiness as specified for Apprenticeship.

Optional modular block codes, titles and credits

Students must select 60 credits of optional modules from the specialist themes listed below, of which at least 15 credits must be from the green highlighted modules.

Agreement of modules forming the programme of study will be specified in the Individual Learning Programme under the apprenticeship.

Module Codes	MODULE TITLE
PH5615	Facilitating Learning and Teaching in Clinical Practice
	CRITICAL CARE (CC)
PH5616	Anatomy & physiology (15 credits)
PH5617	Acute management of the critically ill patient (15 credits)
PH5618	Rehabilitation after critical illness (15 credits)
PH5619	The Specialist Patient (15 credits)
	CARDIOVASCULAR HEALTH
PH5648	Science of Exercise Rehabilitation and Movement (15 credits)
PH5649	Fundamentals of Prevention and Rehabilitation in Cardiovascular Health (15 credits)
PH5650	Advanced Lifestyle Management in Cardiovascular Health (15 credits)
PH5651	Reflective Clinical Practice in Cardiovascular Health (15 credits)
	MUSCULOSKELETAL REHABILITATION (MSK)
PH5624	Pain: Contemporary science and practice (15 credits)
PH5625	Contemporary theory and clinical application in musculoskeletal practice: The Lower Quadrant (15 credits)
PH5626	Contemporary theory and clinical application in musculoskeletal practice: The Upper Quadrant (15 credits)
PH5641	Working as an Advanced Physiotherapy Practitioner in Musculoskeletal Medicine: Advanced Assessment and Management Skills (15 credits)
PH5647	Injection Therapy (15 credits) Core: All
	NEUROLOGICAL REHABILITATION (NR)
PH5629	Functional Neuroscience for rehabilitation (15 credits)
PH5630	Neurophysiological Basis for rehabilitation of Movement (15 credits)
PH5631	Clinical Applications in Neurorehabilitation (15 credits)
PH5632	Cognitive and Behavioural Issues in Rehabilitation (15 credits)
	OCCUPATIONAL THERAPY (OT)
PH5633	Children, young people, families and carers practices (15 credits)
PH5634	Older People and Healthy Aging (15 credits)
PH5635	Mental Health Recovery and Well Being (15 credits)
PH5636	Assessment and management of challenging behaviours across the lifespan (15 credits)
PH5637	Palliative and End of Life Care (15 credits)
	PELVIC HEALTH (PLH)
PH5642	Fundamentals of Pelvic Health (15 credits)
PH5652	Working as an Advanced Postnatal practitioner (APP) in Pelvic Health (15 credits)
PH5643	Management of the Pelvic Health Patient (15 credits)

The range of modular blocks will be amended on an ongoing basis to ensure relevance to current employer requirements.

Level 5 Progression and Award Requirements

As per [Senate Regulation 3](#)

PGDip may not be awarded by substitution of the dissertation PH5611 for modular/assessment blocks in the taught part of the programme.

Results in PH5645 will map to the University's grade point system as follows:

Result	Grade Point
Distinction	15
Merit	12
Pass	9
Fail	1

All results other than a fail will then contribute to the classification calculation as per [Senate Regulation 3](#).

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.