

MSc Advanced Clinical Practitioner Programme Specification

<https://www.bradford.ac.uk/courses/pg/advanced-practice-clinical-practitioner/>

Academic Year:	2025/26
Degree Awarding Body:	The University of Bradford
Main Location:	City Campus
Subject Benchmarks:	Multi-professional Framework for Advanced Practice in England (MPF: CfAP 2017)
Qualifications Framework:	Framework for HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2014)
Target Degree Award:	Master of Science (MSc) Advanced Clinical Practitioner [FHEQ Level 7]
Intermediate/exit awards:	Postgraduate Diploma (PGD) Enhanced Clinical Practitioner; Postgraduate Certificate (PGC) Enhanced Clinical Practitioner [FHEQ Level 7]
Programme Admissions:	UK and home students
Programme Start Dates:	September, January
Programme Modes of Study:	3 years part-time

The NHS England Centre for Advancing Practice (CfAP) accredit this programme. Prescribing elements are approved by the Nursing and Midwifery Council (NMC), Health and Care Professions Council (HCPC) and the General Pharmaceutical Council (GPhC).

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when you accept an offer of a place on a programme of study at the University of Bradford. [View our Student Contract for further details](#). Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them.

Minor Modifications Schedule

1. August 2025: Change to the delivery periods of modules across the programme. Removal of midwifery modules as options due to the incompatible delivery periods.
2. October 2025: Initial republication for 2025/26 to improve document accessibility.
3. February 2026: Added missing terms and conditions, CfAP terminology, updated references and fully reformatted specification for accessibility. Removed RCN accreditation as this credentialing is transferring to the Nursing and Midwifery Council. Students and graduates will be kept informed about how to credential advanced nursing practice.

Introduction

This MSc Advanced Clinical Practitioner programme has been specifically developed to support practitioners eligible to be independent prescribers to develop the clinical knowledge and competencies to undertake the Advanced Clinical Practitioner (ACP) role.

Experienced healthcare practitioners now have the opportunity to take on challenging roles, working across professional, organisational and system boundaries to meet diverse patient needs (Francis 2013, DOH 2013, HEE 2017, NHS 2020, RCN 2018)). The Advanced Clinical Practitioner role has been identified as a developmental opportunity for a range of healthcare professional roles, often at the forefront of innovative practice, who are expected to undertake master's level education and achieve specific clinical competencies (IfAaTE 2019, HEE 2017, RCN 2018).

The MSc Advanced Clinical Practitioner programme is led and delivered by experienced Advanced Clinical Practitioners from a range of clinical areas including emergency medicine, primary and community care. This team of clinicians are experienced in both advanced clinical practice and education and work closely with work based clinical supervisors to support students through this programme of study. This helps to ensure excellence is at the heart of everything delivered and the resulting clinical care of practitioners completing this programme of study is of an excellent standard. Students on the programme must be working in a clinical role that enables them to develop the clinical skills required of advanced clinical practitioners.

The NHS Centre for Advancing Practice (CfAP) offers routes for practitioners to demonstrate they have met the capabilities outlined in the Multi-professional Framework for Advanced Practice.

- Completion of a [Centre for Advancing Practice accredited MSc in Advanced Practice](#), like this programme, entitles practitioners who complete the route to be formally recognised with a digital 'Advanced' badge, signifying they have met the required advanced practice capabilities.
- Students that complete the full University of Bradford MSc Advanced Clinical Practitioner programme will be eligible to apply for the Centre for Advancing Practice Digital "'Advanced' - Recognised Completion of an Advanced Practice Education Programme" badge.
- Those who exit the programme prior to completion of the full MSc Advanced Clinical Practitioner programme will not be eligible for the Digital 'Advanced' badge and as such cannot work as or represent themselves as Advanced Clinical Practitioners. Depending on their point of exit they may be eligible for the PGC or PGD Enhanced Clinical Practitioner award.

The first year of the programme focuses on the development of the evidence-based knowledge and physical examination skills required by ACPs. The theoretical framework is provided by the university academic team through a combination lectures, seminars and practical sessions, which are then developed in clinical practice working in partnership with the clinical supervisor. Clinical competency is evidenced through the completion of a portfolio verified by the clinical supervisor and clinical and academic assessment is undertaken by the University. The second year of the programme focusses on the leadership skills required by clinicians work in the ACP role and

completion of the independent prescribing qualification. The masters programme is completed with the final stage service evaluation and improvement dissertation.

The Faculty of Health and Social Care has a consistently good record of service user and carer involvement which is integral to this programme. The University vision of a world of inclusion and equality of opportunity where people want to, and can, make a difference is supported by the University of Bradford being awarded the University of the Year for Social Inclusion (Daily Mail University Guide, 2026). Research and innovation are an underpinning principle of the University reflected in our works in partnership with Bradford Teaching Hospitals NHS Trust at the Wolfson Centre for Applied Health Research, the work of the Centre includes the Born in Bradford Project.

The programme content and learning outcomes are based on the following documents:

- **Multi-Professional Framework for advanced clinical practice in England** which outlines the capabilities and key principles for implementation of Advanced Practice.
- **Standards for Education and Training** set by Health Education England encompassing their 7 domains.
- **Advanced Clinical Practice in Midwifery Capabilities Framework.**
- Ultimately this programme is designed around the **four pillars of advanced practice** to develop the advanced competencies in clinical practice, leadership, education and research alongside developing complex reasoning, critical thinking and analysis required to undertake the role of an Advanced Clinical Practitioner.

Programme Aims

The aim of this programme of study is to provide the academic support which, in partnership with clinical support from a suitable qualified work-based clinical supervisor and comprehensive work-based learning, will enable students to develop the knowledge and clinical competencies to achieve the necessary generic professional and clinical attributes to undertake an Advanced Clinical Practitioner role.

The awards provide students the opportunity to apply knowledge to a range of clinical and professional situations through reflection and practice experience, supported by a work based Clinical Supervisor. Learning and Teaching is designed to equip students with clinical knowledge and competencies in using a range of information, data, tools and techniques to improve the quality of patient care and health outcomes as well as demonstrate impact and value. There is a focus on patient safety, risk assessment and risk management within a clinical governance context. The programme is delivered with a significant work-based element where the clinical competencies that students require to undertake the role of an Advanced Clinical Practitioner are developed with the support of their clinical supervisor in clinical practice.

The Faculty of Health and Social Care is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across the West Yorkshire and Harrogate Region and wider. The Faculty focus is on excellence through knowledge, advanced practice, research, leadership and education to support the future

sustainability of the individuals, through lifelong learning and improved employability and thereby influencing the future adaptability of individual organisations and service delivery to promote change.

Programme Learning Outcomes

The Programme Learning Outcomes for the Degree of Master at FHEQ level 7 are listed below.

- 1.** Critically evaluate appropriate literature and research evidence and apply findings to their clinical practice.
- 2.** Critically analyse and apply the research evidence that informs the development of policy and service delivery in the role of Advanced Clinical Practitioner.
- 3.** Demonstrate mastery of clinical skills for the management of complex issues as an Advanced Clinical Practitioner.
- 4.** Apply knowledge of anatomy and physiology to undertake advanced assessment, diagnosis, complex care planning, health promotion as an Advanced Clinical Practitioner.
- 5.** Critically reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice.
- 6.** Demonstrate the ability to risk assess, problem solve and articulate sound arguments and justify decisions using a variety of formats including written and oral communication skills.
- 7.** Demonstrate independent learning and the critical reflection required for continuing professional development of themselves and others.
- 8.** Provide professional leadership to promote and support the professional practice and colleagues.
- 9.** Prescribe safely and effectively within the role of Advanced Clinical Practitioner.
- 10.** Critically analyse clinical governance issues, service improvement and patient safety issues in the context the role of Advanced Clinical Practitioner
- 11.** Demonstrate their understanding of the theoretical constructs underpinning research and project management.
- 12.** Apply research, service improvement and re-design theory skills to influence and improve practice and policy in their area of practice.
- 13.** Demonstrate their ability as an autonomous learner to complete an extended project in the planning and execution of a service improvement or audit and evaluation project.

Students that complete the Degree of Master will be able to demonstrate achievement of all listed outcomes, LO1 to LO13.

To be eligible for the award of Postgraduate Diploma at FHEQ Level 7, students will be able to demonstrate achievement of Programme Learning Outcomes LO1 to LO10.

To be eligible for the award of Postgraduate Certificate at FHEQ Level 7, students will be able to demonstrate achievement of Programme Learning Outcomes LO1, LO5, LO6, LO7 and LO8.

Learning and Teaching Strategy

Whilst following this programme of study, students will engage with learning through a range of teaching methods. These methods will be dependent on modules studied, however student-centred approaches to learning are a feature of the modules and students will be expected to take responsibility for their learning as they develop their academic skills. The module delivery requires study day attendance delivered either weekly or in blocks dependent on the module, supported by self-directed and work-based learning supported by an employer named clinical supervisor, when devising the students individual training plan with an academic advisor, students will be informed regarding which attendance methods are utilised for which module.

The learning and teaching strategy has been designed so that students have the opportunity to develop theoretical understanding, research informed knowledge and critical thinking (Programme LOs 1, 2, 5, 7, 11, 12, 13) to develop a range of skills appropriate to their professional field organisation and workplace setting (Programme LOs 3, 4, 6, 8, 9). Students will also develop their skills and knowledge of research and service improvement which they will apply to their practice area (Programme LOs 10, 11, 13).

The modules within the programme offer students the capacity to acknowledge and build upon the knowledge and skills they may have developed through previous learning experiences including those in the workplace.

A student's course of study will expose them to a range of different teaching, learning and assessment techniques required to achieve the learning outcomes.

The teaching approaches that are used across the Faculty of Health and Social Care are informed by the University and Faculty core values which are for teaching and learning to be: Research informed, Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. Students may experience these across their choice of modules in order to meet both the aims of the programme and their learning outcomes which may include any number of the following:

- Research informed lectures: To a group of students where information will be presented and discussed.
- Facilitated seminars and group discussion: Where learning will be through the interpretation and critical application of information and group learning.
- Tutorial where small groups of students reflect upon and discuss issues related to their learning.
- Practical clinical skill sessions demonstrating evidenced based best practice clinical assessment.

- Work-based learning: Where learning is directed at consolidating skills in relation to theory and best practice, enabling students to advance their competence in their field of practice.
- Use of Web based virtual learning environments such as Canvas and E- learning packages: To access information and to interact with other students undertaking group work or developing wikis or discussion groups.
- Directed reading: Where set reading is provided.
- Self-Directed learning: Where students are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.
- Undertaking a clinical based project which is shaped by their own self-directed learning needs and the learning outcomes at MSc level.

Students will be expected to develop an autonomous learning style and become self-directed as a learner. All students are provided with a personal academic tutor (PAT) who will be both an experienced advanced clinical practitioner and university academic. The main focus of the PAT role, in partnership with the module leaders will be to provide academic support to the student to complete this programme of study to the required academic standard. Additional support will be provided by the subject librarians at the university and the academic skills team. Students with specific learning needs will be supported by the disability services and an individual learning support profile will be developed.

Assessment Strategy

Students learning will be assessed against the learning outcomes using a range of different assessment techniques which may include one or more of the following approaches:

- Written essay
- Reflective case study/reviews
- The development of a reflective portfolio
- Completion of set number of competencies
- Completion of a set number of clinical contacts
- Practical examination
- Computer based Multiple Choice Question examination
- Computer based open book examination.
- Seminar presentation/VIVA
- Objective structured clinical examination (OSCE)
- Audit Tool development
- Participation in discussion groups
- Conference standard Poster Presentation
- Completion of a Service Audit and evaluation project

Some of these teaching and assessment strategies may change over time and through the ongoing development of the courses. All assessment will be marked using appropriate the level 7 marking rubric for the mode of assessment, which will include feed forward recommendations to support academic development throughout the programme. Students will be encouraged to provide written feedback through the formal module evaluation process and participate in the student and staff liaison meetings to ensure ongoing review and development incorporates the perspective of the students.

Curriculum

The MSc Advanced Clinical Practitioner programme is a 180 credit master's level degree with exit awards of Postgraduate Diploma Enhanced Clinical Practitioner on completion of 120 credits or a Postgraduate Certificate Enhanced Clinical Practitioner on completion of 60 credits.

University of Bradford modules are taught over an academic year where our Sem 1 and FLYR periods start in September and our Sem 2 and NSYR periods start in January. This programme of study can be commenced in September or January.

Table 1: Enhanced/Advanced Clinical Practitioner Programme FHEQ Level 7 Modules

Code	Module Title	Credit	Period	Selection
LEM7011-C	Leadership for Advanced Practitioners	30	Sem 1	Core (select 1)
LEM7011-C	Leadership for Advanced Practitioners	30	Sem 2	Core (select 1)
PHA7097-C	Independent Prescribing for Pharmacists	30	NSYR	Core Pharmacist
PRE7003-C	Prescribing for Healthcare professionals	30	NSYR	Core Non-pharmacist
PRP7005-C	Advanced Physical Assessment and Clinical Decision-Making Skills	30	NSYR	Core
RES7018-E	Service Evaluation and Improvement in Clinical Practice	60	NSYR	Core Year 3 (select 1)
RES7018-E	Service Evaluation and Improvement in Clinical Practice	60	FLYR	Core Year 3 (select 1)
NUR7078-C	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions for Advanced Practitioners	30	Sem 1	Option 1
NUR7077-C	Minor Illness and Minor Injuries	30	Sem 1	Option 2

The optional module to select will be agreed with the student and their clinical supervisor. To be eligible for the Postgraduate Certificate, students must complete 60 credits from any modules other than RES7018-E.

To be eligible for the Postgraduate Diploma, students must complete 120 credits including LEM7011-C and PRP7005-C.

The master's degree consists of completing 180 credits.

Programme structure

The order of modules studied is flexible and can vary depending on when the programme is started. Students can expect to complete study of approximately 30 credits every 12 weeks, but the study pattern can accommodate breaks in study depending on your work needs.

Students may wish to have previous accredited learning that form a component of this programme recognised through the University recognition of prior learning process. A common example is where you already have a recognised prescribing qualification and don't need to study this module again. For these students, LEM7011-C is available to study in multiple blocks.

See the following example student journeys, assuming no breaks:

Table 2: September and January Starts compared

September Start	Year and Study Period	January Start
Enrol. Study option: NUR7077-C or NUR7078-C.	Year 1, Semester 1	-
Study core: PRP7005-C.	Year 1, Semester 2 & 3	Enrol. Study core: PRP7005-C or LEM7011-C.
Re-enrol. Study core: LEM7011-C.	Year 2, Semester 1	Study option: NUR7077-C or NUR7078-C.
Study core: PRE7004-C or PHA7097-C, or start project.	Year 2, Semester 2 & 3	Re-enrol. Study core: PRE7004-C or PHA7097-C.
Re-enrol. Project: RES7018-E.	Year 3, Semester 1	Study core: LEM7011-C or start project
-	Year 3, Semester 2 & 3	Re-enrol. Project: RES7018-E.

Only students that complete the full MSc Advanced Clinical Practitioner programme will be eligible to apply for the Digital 'Advanced' badge.

Those who exit the programme prior to completion of the full MSc Advanced Clinical Practitioner programme will not be eligible for the Digital 'Advanced' badge and as such cannot work as or represent themselves as Advanced Clinical Practitioners.

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website (<https://www.bradford.ac.uk/media-v8/ageo/regulations/Regulation-9-Postgraduate-Taught-Assessment-Continuation-and-Award-1.0b.pdf>) for postgraduate courses (Regulation 9).

Admission Requirements

- A current healthcare professional registration with the appropriate UK professional body.
- Registered UK health care professionals eligible to undertake independent prescribing qualification (or who already hold one).
- Have at least 2 years' experience within the healthcare profession they are registered in.
- An identified workplace supervisor who must be a medical practitioner or advanced clinical practitioner with a recognised qualification and 3 years post qualification experience.
- Evidence of contracted working arrangements (paid or voluntary) with the named clinical supervisor for the duration of the master's programme a minimum of 2 days a week including University attendance for the first 2 years of the programme.

An academic waiver can be requested for Nurses with significant work -based experience and evidence of level 6 study without a first degree.

This programme of study is not suitable for international students unless they are able to fulfil the above requirements.

Access and Recognition of Prior Learning

Applications are welcomed from returners to study aged 25 or over at the start of the programme, armed forces families, carers and care leavers, refugees and asylum seekers, and Romani or Traveller families.

Applicants are encouraged to explore with the programme lead the potential to import prior level 7 learning into this programme of study. For prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning, in order to provide applicants with exemptions from specified modules or parts of the programme.

- Examples of prior learning that could be imported into this programme are a level 7 Independent Prescribing qualification from the UOB or other University (HEI), any of the core or optional modules named in the curriculum above completed at the UOB at level 7.
- If level 7 study has been completed at other HEI that potentially meets the learning outcomes of one of the modules named in the curriculum, then students are encouraged to discuss this with the programme team on an individual basis so eligibility for prior learning to be imported can be established.

All applicants are offered screening from the Disability Service on entry to the programme to aid identification of any specific learning difficulties. Applicants will gain access to information which will provide specific study support. Disabled individuals' applications are considered on the same grounds as all applicants. Applicants may wish to check with our Disability Service before applying by visiting: <http://www.bradford.ac.uk/disability/>

References

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