

Specialist Healthcare Practitioner (incorporating Enhanced Clinical Practitioner) programme specification

Academic Year:	2026/2027
Degree Awarding Body:	The University of Bradford
Main Location:	City Campus
Subject Benchmarks:	Health Studies (Quality Assurance Agency 2019)
Qualifications Framework:	HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2014)
Target/exit Awards:	Degree [FHEQ Level 7] Postgraduate Diploma, Specialist Healthcare Practitioner [FHEQ Level 7] Postgraduate Certificate, Enhanced Clinical Practitioner [FHEQ Level 7] Independent and Supplementary Prescribing [FHEQ Level 7]
Admissions:	UK and home students
Programme Start Month:	September or January
Modes of Study:	Part time: 36 months towards MSc; 24 months towards PGD; 12 months towards PGC

This programme integrates optional training to become an independent or supplementary non-medical prescriber. The Prescribing for Healthcare Professionals module is approved on behalf of the Health and Care Professions Council (HCPC Practice Certificate) by the Nursing and Midwifery Council (NMC V300). Completion of the programme does not confer eligibility to register as a professional with the HCPC or NMC.

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 an offer of a place on a programme of study at the University of Bradford is accepted. [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 - Annual Changes for the 2025 academic year, including changes to academic regulation.
2. May 2025 - Annual changes for 2026 entry, removed NUR7080-C and NUR7065-C

Programme Overview

Experienced healthcare practitioners can take on challenging roles, working across professional, organisational and system boundaries to meet diverse patient needs (HEE 2017 HEE 2021, RCN 2018). The framework for advanced clinical practice which includes the four pillars of clinical practice, leadership, education and research are required by all healthcare practitioners working towards these senior professional roles (HEE 2020, HEE 2021, RCN 2018). Evidence of Masters level study is increasingly becoming an element of developing practitioner roles (HEE2020, HEE 2021, RCN 2018), whether this be a Postgraduate Certificate (60 credits), Postgraduate Diploma (120 credits) or Masters degree (180 credits).

This programme is designed support experience healthcare practitioners including Nurses, Radiographers, Physiotherapy, Occupational Therapists, Dietitian, Speech Therapists to develop the skills in complex reasoning, critical thinking and analysis required to undertake these roles. The programme is designed to enable students to undertake a full masters programme of study but acknowledge that for many this may need to be completed in a stepped approach. Initially completing a Postgraduate Certificate or Postgraduate Diploma but continuing at a later stage to complete a full Masters.

The MSc Specialist Healthcare practitioner programme incorporates a range of modules and postgraduate certificates from the Faculty of Health and Social Care that are negotiated to provide an individualised curriculum that suits a student's particular learning or employment needs. Students will be guided in their module choices by the Programme Leader at a study planning meeting before the start of the programme. The students study plan will be reviewed on an annual basis with their Personal Academic Tutor (PAT). Students may wish to have previous accredited learning recognised through the University recognition of prior learning process.

Programme Aims

- A1. Provide a flexible educational framework that is vocationally relevant, which meets the advanced practice professional development needs of the student, as well as the organisational needs of employers.
- A2. Stimulate students to become autonomous self-directed learners who are motivated to sustain and advance their own continuous professional learning with a confidence to support the professional development of colleagues and the work of their organisations.
- A3. Develop advanced practice skills, knowledge, and critical understanding applicable to students' own field of clinical practice.
- A4. Provide opportunities for inter-professional teaching and learning to share the knowledge, skills, and experience common to a range of different health and social care disciplines.
- A5. Develop students as an advanced practitioners who will innovate, promote evidence informed practice and improve service user outcomes.
- A6. Develop critical perspectives on research, knowledge development and change clinical practice and service delivery.

- A7. Develop students as a critically reflective, competent leader who will manage service development towards effective, sustainable, inclusive, fair, and ethically sensitive service provision.
- A8. Prepare students to become an autonomous advanced practitioner, to work in enhanced, specialist and advanced roles with high levels of accountability and innovation.
- A9. Develop an understanding of the theoretical constructs underpinning research or project management which will inform the undertaking of an ethical piece of research or service change project and the ability to demonstrate how the findings can influence clinical practice and policy.

Programme Learning Outcomes

Degree of Master

- 1. Demonstrate understanding of the theoretical constructs underpinning research, evaluation and improvement to improve practice and policy within the student's area of clinical practice/specialty.
- 2. Demonstrate mastery of the clinical knowledge and skills for the management of complex issues within their area of clinical practice.
- 3. Develop a detailed knowledge and understanding through critical analysis and synthesis of the literature and research that informs and influences the development of policy and service delivery in their specialist field.
- 4. Critically reflect on and develop their leadership skills and demonstrate leadership to support the professional development of colleagues and work of their organization.
- 5. Effectively communicate information, arguments and analysis in a variety of forms and share learning within their own clinical team and organization.
- 6. Demonstrate the ability to be an autonomous learner through independent study and critical reflection on their continuing development needs and those of their clinical teams and organization.
- 7. Critically analyze and apply the research evidence that informs the development of policy and service delivery within their area of clinical practice.
- 8. Apply research, service improvement and re-design theory skills to influence and improve practice and policy in their area of practice.

Postgraduate Diploma

The aim is to develop the student as a specialist practitioner within their area of clinical practice through achievement of the four pillars of advanced clinical practice. This will be demonstrated by the achievement of the programme learning outcomes 1-5.

Postgraduate Certificate

The aim is to develop the student as an enhanced practitioner within their area of clinical practice through the achievement of two of the four pillars of advanced clinical practice. This will be demonstrated by the achievement of at least two of the programme learning outcomes 1-5.

Assessment Strategy

The summative assessments for the modules incorporated within this programme have been developed in alignment with the FHEQ standards and module learning outcomes. When multiple modes of assessment are utilised within a module the learning outcome assist within each element is clearly identified on the module descriptors. Time allocated to practical assessments and exams are modified to reflect individual learner support plans (LSP) where these are agreed.

Formative assessment is provided through a range of methods to reflective the mode of summative assessment. These including ongoing MCQ throughout the duration of the module where summative MCQ is an element of assessment, formative OSCE or simulation exams and tutorials with written feedback for written assignments.

Feedforward feedback for formative and summative under three headings What you did well, what you did not so well and, how your work could be improved is provided to supporting progressive development in the academic standard or work to support resubmission and achievement in subsequent modules.

Learning and Teaching Strategy

The student journey will be individualised to reflect their clinical roles and academic needs to address the development of required core knowledge and skills. Students will be expected to identify with the support of the programme lead and employer the appropriate structure of their learning. The structure of each module is designed to address specific learning outcomes and will incorporate a range of teaching methods which will include lectures (synchronous and asynchronous), practical sessions including simulation, seminars, group work and tutorials. The modules, particularly clinically focused modules offered within this programme included some element of campus delivery but where possible a blended approach is being incorporated into module delivery to facilitate student engagement. Work based learning is an element to several modules within the programme and along with the directed study elements of the modules is designed to support students to critically explore digest, synthesise information and translate research informed learning and achievement of the module learning outcomes into clinical practise. The mode of delivery for the modules will be explored with students as part of their study plan to ensure a study plan that address all the students' needs is developed.

The curriculum and delivery of teaching is informed by the university and faculty core values of inclusion, innovation, excellence and trust. Teaching is research informed through the incorporation of current evidence and exposure of students to a range of research to develop their understanding and ability to apply research in the workplace. Reflection is incorporated throughout the programme within both teaching and assessment continuing to promote development of reflective practitioners. The programme has been structured to be adaptable to individual learners promoting inclusivity and

supporting learners to undertake and complete masters level study within the constraints of part time study and full-time employment.

The CANVAS virtual learning environment will be utilised to host all learning materials include access to remote delivery, recorded material and guidance and structure to directed study.

A range of teaching methods will be utilised within modules to address the learning outcomes for the individual modules with a blended approach to delivery with on campus and online elements. Student participation will be integrated within all modules through a range of options including discussion boards, group work, team-based learning and simulation.

Modules with specific clinical outcomes to be evidenced in the workplace will be supported by a named work-based clinical supervisor and students undertaking a final stage module will be provided with a named academic supervisor. A suitable work-based supervisor is a healthcare professional with enhanced clinical skills within the student's area of clinical practice who will be identified by the student with the support of the student's employer. The role of the clinical supervisors is to support students' development of clinical skills within the workplace and complete work-based clinical assessments. Support and guidance in relation to the clinical supervisor role will be provided to the clinical supervisors by the programme and module leads.

Curriculum

This is a part-time programme of study where the 180-credit MSc award is intended to be completed over three years or in one-year steps. The choice of modules within the programme will be flexible and the individual students study plans will reflect their personal development needs to address the learning outcomes on the programme. Semester 1, Full Year and Academic Year modules start in the autumn. Semester 2 and Ns Year modules start in the spring. Semester 3 modules start in the summer. Some modules are available multiple times a year for maximum flexibility.

The non-medical prescribing module PRE7004-C is an optional module on this programme and leads to a recordable Practice Certificate with the HCPC or V300 with the NMC depending on your registration as a healthcare professional, nurse or midwife. The prescribing qualification does not confer eligibility to register as a practitioner with the NMC or HCPC.

Year 1 entails the completion of one (60 credit) or two (30 credit) optional modules from the range of modules delivered by the Faculty of Health and Social Care that address two of the 1-5 learning outcomes of the programme. Students can exit on completion of 60 credits with a Postgraduate Certificate titled Enhanced Clinical Practitioner.

In Year 2 a further two modules from the range of modules offered by the Faculty of Health and Social Care ensures all learning outcomes 1-5 are addressed. Students can exit on completion of 120 credits with a Postgraduate Diploma titled Specialist Healthcare Practitioner.

In Year 3 students complete a 60-credit final stage module offered by the Faculty of Health and Social Care which addresses learning outcomes 6 and 7. Students will graduate with MSc Specialist Healthcare Practitioner on completion of 180 credits.

Students choosing to exit with a PGC or PGD can return to the programme within 5 years to progress to the next stage of the programme by importing through the recognition of prior learning process the completed award into the next stage in the programme. Find more information about [recognition of prior learning decisions](#) on the University website.

Taught Stage Modules

In years 1 and 2 of the programme, students will study and complete **60 credits a year (120 total)** from the following list: this can be two 30 credit modules a year or the module MID7003-E which is our nationally recognised [Diagnostic Hysteroscopy and Therapeutic Management](#) programme.

Table 1: Taught Stage Module Options

Module Code	Module Title	Credit	Study Period
PRP7005-C	Advanced Physical Assessment and Clinical Decision Making	30	Ns Year
NUR7034-C	Applied pathophysiology and pharmacology in acute and long-term conditions	30	Semester 1
LEM7011-C	Leadership for Advanced Practice	30	Semester 1
NUR7077-C	Minor Illness and Minor Injury	30	Semester 1
MID7003-E	Outpatient Diagnostic Hysteroscopy and Therapeutic Practices	60	Full Year
PRE7004-C	Prescribing for Healthcare Professionals	30	Academic Year
PRE7004-C	Prescribing for Healthcare Professionals	30	Ns Year

Project Stage Modules

Following successful completion of the certificate and diploma stage, to progress into the MSc Specialist Healthcare Practitioner programme in Year 3, students must select **60 credits** from the following options:

Table 2: Project Stage Module Options

Module Code	Module Title	Credit	Study Period
HWS7002-B	M3 Professional Skills	20	Semester 3
HWS7003-D	M4 Independent Research Project	40	Semester 1
HWS7003-D	M4 Independent Research Project	40	Semester 3
LEM7006-E	Management Project	60	Full Year
LEM7006-E	Management Project	60	Ns Year
RES7018-E	Service Evaluation & Improvement in Clinical Practice	30	Full Year
RES7018-E	Service Evaluation & Improvement in Clinical Practice	30	Ns Year

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website for postgraduate courses ([Regulation 9](#)) with variance from the regulation as outlined below and documented in the Variance Register:

- **Variance from 4.2** - Students must achieve at least the pass mark stated in the module descriptor for all specified individual components in order to pass the modules identified as requiring this rule on the programme.

Admissions

We are proud to be [one of the most inclusive universities in the UK](#). All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

This programme is for students who are a registered healthcare professional working clinically with the United Kingdom. Entrance requirements to undertake this programme of study may vary but consideration of the application will be based on a combination of the formal academic qualifications held and other relevant experience.

The entry requirements for this programme are for applicants to have at least:

- A registered qualification with a UK professional regulatory organisation.

As well as any of:

- A first (undergraduate/Honours) degree in a health-related topic. Students who studied abroad can find examples of equivalent international qualifications for entry on the [University of Bradford page for a country or region](#).
- A UK Advanced Diploma with evidence of Level 6 study (transcript to be supplied).
- Significant clinical experience and employer support for students without a degree or evidence of Level 6 study. Applicants presenting this way will be considered for the programme after individual assessment by the programme lead.

Access

For students whose first language is not English, the level of English required is IELTS 6.5 with no sub-test lower than 5.5. Exceptionally, holders of a UK degree awarded within 2 years prior to entry to the Bradford programme may be exempt from these English test requirements. Applicants who do not meet the IELTS requirement may be able to take a [University of Bradford pre-session English course](#) before starting the programme.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the [request support form](#).

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University of Bradford has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. Find more information about [recognition of prior learning decisions](#) on the University website.

Any student applying for the programme who has completed previous level 7 study at the UoB or other HEI should include the details of the previous study to enable identification of previous study that meet the learning outcomes for the programme to be imported into the award through the recognition of prior learning process.

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page:

<https://www.bradford.ac.uk/courses/pg/specialist-healthcare-practitioner/>