

FACULTY OF HEALTH AND LIFE SCIENCES

# **POSTGRADUATE MODULAR PROGRAMME POST QUALIFYING FRAMEWORK**

## **MSc Specialist Practice (2011)**

## **PROGRAMME SPECIFICATION**

Validation May 2011

University of the West of England

## Programme Specification

Section 1: Basic Data

Version 3

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Delivery Location(s)</b>	Glenside
<b>Faculty responsible for programme</b>	Health and Life Sciences
<b>Modular Scheme title</b>	Postqualifying framework
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	Nursing and Midwifery Council
<b>Highest award title</b>	MSc Specialist Practice
<b>Default award title</b>	None
<b>Interim award title</b>	PG Cert Specialist Practice PG Dip Specialist Practice
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Full-time and part-time
<b>Codes</b>	
<b>UCAS code</b>	<b>JACS code</b>
<b>ISIS code</b>	<b>HESA code</b>
<b>Relevant QAA subject benchmarking group(s)</b>	QAA Subject benchmark statement for Healthcare programmes NMC Standards for specialist education and practice (2001) NMC Standards of proficiency for nurse and midwife prescribers (2006) NMC Standards to support learning and assessment in practice (2008) NMC Standards for the preparation and practice of supervisors of midwives (2010)
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2011
<b>Authorised by...</b>	<b>Date:...</b>

### Version Code

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## **Section 2: Educational aims of the programme**

In today's healthcare the term 'specialist' is no longer confined to a specialist unit as all areas of health are specialisms in their own right. Evidence suggests that patients have better outcomes if cared for as a client group by practitioners with the skills and knowledge in the specialism.

The MSc Specialist Practice aims to develop and enhance the skills of healthcare professionals working with individuals with health and social care needs. The aims are supported by a philosophy which is embedded in supporting these specialist practitioners within a dynamic and accountable healthcare system undergoing radical reform.

- Critically examine the policy, legal, ethical contexts within which healthcare is delivered with a view to shaping delivery for the future.
- Understand the complex picture from diverse evidence which forms an understanding of contemporary specialist practice.
- Operate competently within the practitioner's setting where practitioners are either exposed to ongoing advances in technology and techniques or require such learning opportunities to enhance and develop their practice.
- From a diverse evidence base, demonstrate creativity in the management of care.
- Enhance clinical skills in working with individuals during their episodes of care, working collaboratively with all health and social care professionals across primary and secondary care.
- Extend the boundaries of healthcare through interprofessional leadership and workforce development.
- Critically analyse research and evidence and apply to individual specialist areas of practice.
- Provide a stimulating, supportive and sensitive learning environment which will enable students to maximise their learning and facilitate their development as self-directed and reflective learners.

### Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

#### **A Knowledge and understanding**

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. Diverse and complex issues associated with developing expertise within the selected area of specialist practice.</li><li>2. The impact and influence of policy on their practice.</li><li>3. Diverse needs and perspectives of service users</li><li>4. National and global policy initiatives that impact on their role.</li><li>5. The complex nature of specialist practice within health care.</li><li>6. Physiological, pathophysiological and pharmacological knowledge required in the specialist area of practice</li><li>7 A range of frameworks that enable practitioners to take practice forward in the context of improving quality of care for the service user.</li><li>8. The impact of the rapidly changing workforce design.</li><li>9. Risk management</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Acquisition of 1- 9 is through engaging in tutor and student led classroom work, workshops, directed and self directed learning and enquiry in combination with mentored practice experience, depending on their chosen pathway.</p> <p>Students will be encouraged to apply the knowledge and understanding gained to practice. This will be managed through the assessment and in the core modules through action learning sets.</p> <p>Additional support may be provided through synthesised professional development portfolios and case studies.</p> <p>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p><b>Assessment</b></p> <p>Testing of the knowledge base is through assessed coursework, evidence of critical reflection, evaluation and application of their learning in practice.</p>

## B Intellectual Skills

B Intellectual Skills	Teaching/learning methods and strategies
<ol style="list-style-type: none"> <li>1. Critically appraise issues in interprofessional and partnership working with service users.</li> <li>2. Interrogate research in terms of its ability to inform and develop practice in diverse settings.</li> <li>3. Synthesise evidence from a variety of perspectives in order to contextualise contemporary specialist practice in care.</li> <li>4. Engage in critical reflection.</li> <li>5. Expand the capacity for in-depth critiquing and deductive reasoning to critically analyse issues surrounding the delivery of care for those working in specialist practice in the health and social care sector.</li> <li>6. Critically evaluate and contribute to theoretical and methodological debate in their discipline area.</li> <li>7. Design and execute a well planned research study based on relevant research methodology, within a framework of research governance.</li> </ol>	<p>Intellectual skills are developed through a combination of group work, on-line facilitation, independent study, projects and the student's practice. Discussion groups and tutorials will further promote assimilation and integration of developing knowledge, provided within a secure and supported environment.</p> <p><b>Assessment</b></p> <p>Skills 1- 7 are assessed through a variety of methods, including coursework using critical reflection, research protocol, research study and others which reflect the student's module choice and specialist pathway.</p>

## C Subject, Professional and Practical Skills

<b>C Subject/Professional/Practical Skills</b> <i>- able to: ...</i>	<b>Teaching/learning methods and strategies</b>
<ol style="list-style-type: none"> <li>1. Critically evaluate current approaches in practice to meet the changing needs of individuals and their carers.</li> <li>2. Justify own practice based upon best available evidence.</li> <li>3. Demonstrate innovative and creative practice with cross boundary and cross agency working whilst ensuring practice is safe and effective.</li> <li>4. Evaluate current approaches in practice to meet the changing needs of users and service.</li> <li>5. Develop empowering practice with service users.</li> <li>6. Deliver research and evidence based interventions in order to meet the needs of service users with complex needs</li> <li>7. Demonstrate robust ethical practice through a critical awareness of own values, beliefs and attitudes and their impact on individuals and their families within the health and social care sector.</li> <li>8. Demonstrate leadership skills that are effective in managing individuals, carers and small teams in the delivery of care.</li> </ol>	<p>Students will be expected to seek out opportunities for inter-professional and collaborative working. This will promote opportunities for challenging and broadening the scope of developing their practice for those who choose professional practice module options, the involvement of practice facilitators in the honing of specific skills, in the context of best practice and users perspective, will further enhance and consolidate evolving practice and professional skills.</p> <p><b>Assessment</b></p> <p>Skills 1- 8 are primarily assessed through coursework, reflective practice, OSCE and independent study and a portfolio.</p>

## D Transferable Skills and other attributes

<b>D Transferable skills and other attributes - <i>able to</i>: ...</b>	<b>Teaching/learning methods and strategies</b>
<ol style="list-style-type: none"> <li>1. Demonstrate an ability to manage change effectively and respond appropriately.</li> <li>2. Demonstrate the ability to communicate and work effectively with others.</li> <li>3. Demonstrate the ability to respond effectively to the needs of service users.</li> <li>4. Critically reflect and evaluate own academic and professional progression in the context of lifelong learning.</li> <li>5. Manage self, own leadership style and collaborative ways of working, through seeking ongoing supervision.</li> <li>6. Expand competencies and capabilities in using information technology skills</li> <li>7. Demonstrate ability to manage complex issues and formulate/develop resolution strategies appropriate to their specialist practice.</li> </ol>	<p>Skills 1 - 7 will be developed as the student progresses through the programme. Engagement within a combination of group work, Action Learning, independent study and tutorials, will promote and enhance critical reflection on and integration of skills in practice.</p> <p><b>Assessment</b></p> <p>Assessments will aim to demonstrate the student's achievement of learning outcomes in all 7 categories. Students will be required to articulate these achievements by the integration of theoretical understanding and skills development. This will include the student's ability to manage complex situations, including change process for themselves and others, in the context of lifelong learning.</p>

## Section 4: Programme structure

### MSc Specialist Practice

The MSc Specialist Practice is offered as a full-time and part-time route. The programme is designed to optimise the demands of those individuals requiring health and social care service provision by encouraging practitioners to personalise their programme to meet their individual needs, over a negotiated time period. Such flexibility permits practitioners to move beyond traditional boundaries whilst working within their own scope of practice. In addition, practitioners will be enabled to evaluate their practice in relation to the delivery of high quality care within a service that is increasingly cost conscious and litigious. Through engaging in the compulsory module, Contemporary Specialist Practice, *UZWS9R-20-M* the practitioner will be encouraged to focus on developing their knowledge and understanding of current issues related to their own specialist practice. Additionally, they will critically explore the national and international policy agendas that drive health services while developing an understanding of the impact of a rapidly changing workforce design has on their area of specialist practice.

All modules in this programme will require the student to demonstrate the utilisation of research in their field of practice. As such, students will be required to synthesise information and evidence from a wide variety of sources and utilise the skills of critical reflection in order to fully grasp the complex nature and context of contemporary specialist practice. In particular, students will be required to complete a compulsory research methods module: Health and Social Care Research: Methods and Methodology (*UZWRGQ-20-M*) to support them in this endeavour.

As the MSc Specialist Practice is designed to support practitioners in their practice role, the programme offers considerable flexibility. This flexibility will allow practitioners to choose from a range of optional modules to meet their own particular need. With this in mind the programme offers the option of either a 40 or 60 credit dissertation. Students have the choice to complete an empirical study of 40 credits to support an aspect of their practice with a further optional 20 credit module in an area of their role, requiring development. Alternatively, students in particular those who are established in their role or those who have a particular research interest, may wish to develop their own independent learning through a more substantial 60 credit dissertation which will enable them to explore in some depth an aspect relevant to their specialist role in practice.



<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>Contemporary Specialist Practice UZWS9R-20-M</li> <li>Health and Social Care Research: Methods and Methodology UZWRGQ-20-M</li> </ul> <p>EITHER</p> <ul style="list-style-type: none"> <li>Dissertation UZWS4W-60-M</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Dissertation UZWS4V-40-M</li> </ul> <p>Students who undertake the 40 credit Dissertation module will need to complete an additional 20 credit module to be eligible for the award and in agreement with the programme leader.</p>	<p><b>Optional modules</b></p> <p>80 or 100 credits of optional modules will be chosen. A full list of modules can be found on:</p> <p><a href="http://hsc.uwe.ac.uk/modules2/">http://hsc.uwe.ac.uk/modules2/</a></p>	<p><b>Interim Awards:</b></p> <p><b>PG Cert Specialist Practice</b></p> <ul style="list-style-type: none"> <li>Credit requirements</li> </ul> <p>60 credits at level 3 or above, of which not less than 40 are at level M</p> <p><b>PG Dip Specialist Practice</b></p> <ul style="list-style-type: none"> <li>Credit requirements</li> </ul> <p>120 credits at level 3, of which not less than 80 are at level M</p> <p><b>Award:</b></p> <ul style="list-style-type: none"> <li>Target/highest</li> </ul> <p><b>MSc Specialist Practice</b></p> <p><b>Credit requirements</b></p> <p>180 credits at level 3 or above, of which not less than 120 are at level M</p>
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#### **Section 4: Programme structure**

**Students who successfully complete the relevant Community modules within the PG Dip Specialist Practice programme may be eligible to apply for the NMC recordable Specialist Practice Qualification (SPQ).**

**This pathway can be undertaken in no less than 32 weeks and normally within 5 years.**

The MSc Specialist Practice programme also allows practitioners who have a first level registration with the NMC to undertake a community pathway that would lead to an NMC recordable Specialist Practice Qualification (SPQ) at the interim award of PG Dip Specialist Practice.

The Community pathway (SPQ) is specifically designed for those working in health and social care within the community. It contains three compulsory modules that underpin and support the development of the community practitioner.

These are:

- Current Issues in Community Practice UZZS7N-20-M
- Health and Social Care Research : Methods and Methodology UZWRGQ-20-M
- Synoptic module with or without V100 UZZS7J-40-M or UZWSDC-40-M

In addition to these three compulsory modules, students will need to complete two further modules of their choice. Negotiation with the student, practice manager and programme leader will help ensure appropriate module selections are made that are relevant to existing experience and meet workforce needs.

The community pathway (SPQ) is made up of 50% theory and 50% practice. Supervised/mentored practice will be managed through the two compulsory modules (Current Issues in Community Practice UZZS7N-20-M and the Synoptic module UZZS7J-40-M or UZWSDC-40-M) and articulated through the modules' professional portfolios of assessment. Mentors must be of due regard and be a trained mentor / practice teacher as required by the NMC (Standards for learning and assessment in practice NMC 2008).

There is the opportunity for practitioners to undertake the V100 (Community Prescriber) as an integral part of the programme and register this as a recordable qualification with the NMC. Students must demonstrate that there is a clinical need for which prescribing from the community practitioner formulary will improve patient/client care and service delivery. This must be supported by the Non Medical Prescribing Lead of their organisation. More information in regard to the V100 will be given during the compulsory module Current Issues in Community Practice UZZS7N-20-M

<p><b>Compulsory Modules</b></p> <ul style="list-style-type: none"> <li>• Current Issues in Community Practice UZTS7N-20-M</li> <li>• Health and Social Care Research : Methods and Methodology UZWRGQ-20-M</li> </ul> <p>And either</p> <ul style="list-style-type: none"> <li>• Synoptic module (with V100) UZTS7J-40-M</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Synoptic module (without V100) UZWSDC-40-M</li> </ul> <p>PLUS Students in negotiation with the programme leader shall complete their academic profile with remaining credit choosing modules selected from their specialist area of practice that map the learning outcomes of the relevant SPQ pathway requirements.</p>	<p><b>Interim Awards:</b></p> <p>Interim Awards:</p> <p><b>P G Cert Specialist Practice</b></p> <p>Credit requirements</p> <p>60 credits at level 3 or above, of which not less than 40 are at level M</p> <p><b>P G Dip Specialist Practice (leading to Specialist Practitioner NMC recordable qualification)</b></p> <p>Credit requirements</p> <p>120 credits at level 3 or above, of which not less than 80 are at level M</p> <p><b>Achievement of all compulsory and negotiated modules must be completed in order to be eligible to apply for the NMC recordable qualification Specialist Practitioner</b></p>
<p><b>In addition for students wishing to complete the MSc Specialist Practice the following modules must be completed</b></p> <ul style="list-style-type: none"> <li>• Contemporary Specialist Practice UZWS9R-20-M</li> <li>• Dissertation UZWS4V-40-M</li> </ul>	<p>Awards: Target/highest</p> <p><b>MSc Specialist Practice</b></p> <p>180 credits at level 3 or above, of which not less than 120 are at level M</p>

## **Section 5: Entry requirements**

The normal entry requirement is a first degree from a recognised institution of higher education or its equivalent in a relevant subject area. This will constitute standard entry to the postgraduate programme.

Non standard entry to the postgraduate programmes:

Exceptionally, students without traditional degree level qualifications may be admitted to the programme provided they can demonstrate that they can benefit from study at the appropriate level and are likely on the evidence presented to achieve the required standard.

All non standard entry students will be assessed on an individual basis

In addition, individuals must be registered on the relevant part of the register and have experience of, or be working in an area that enables students to meet the learning outcomes of the programme

Students wishing to undertake the PG Dip Specialist Practice leading to an NMC recordable Specialist Practice Qualification (SPQ) must be :

1. Registered on Part one of the NMC register
2. Registered on the relevant specialist part of the register for the SPQ pathway chosen
3. Working with an appropriate client group
4. Have an identified work-based Mentor

## **Section 6: Assessment Regulations**

Wholly in accordance with ACADEMIC REGULATIONS AND PROCEDURES

## **Section 7: Student learning: distinctive features and support**

The emphasis of the learning and teaching strategy will be student-centred, aimed at enhancing the potential diversity of students' experience. There is a strong emphasis on interprofessional study in recognition of the fact that students on the programme will come from a wide variety of backgrounds.

Strategies embedded within individual modules will foster collaborative working with opportunities for peer support, enabling students to focus on one of these specialist areas within an integrated framework. Students will be encouraged and supported to improve their current practice through the use of interprofessional action learning sets. These action learning sets will permit greater understanding of partnership working across teams and across professional boundaries within health and social care services. Critical thinking skills will promote the ability to analyse complex and conflicting ideas and evidence and to demonstrate clarity in synthesising and evaluating experiences.

Some optional modules will use skills laboratories that provide students with

additional opportunities to develop their skills and integrate theory with practice. Evidencing Work Based Learning modules may be selected to enable the student to facilitate the integration of theory and practice within the students own area of specialist practice. This module may be tailored to meet the needs of the individual practitioner and organisation.

Key lectures will be delivered by members of the programme team as well as by practice experts within health and social care, to facilitate some of the practical sessions or deliver some specialist knowledge related to their field of practice. Some modules will be delivered on-line but for the most part there will be a dynamic, blended learning approach in many modules.

*Student support:*

In order to support the range of students from different professional groups professional leads have been set up to co-ordinate the pathways of different professionals. These include professional leads for Occupational therapy, Physiotherapy, Nursing and Midwifery. The programme lead will refer students to their professional lead for guidance in their choice of modules to support their career progression. These professional leads attend relevant committees, representing their professional group. Student well-being and support will be managed overall by the programme leader facilitated and supported by the professional leads and module leaders to support students through the course. For the most part, academic support for this programme will lie primarily with module leaders but the programme leader or relevant professional lead will also advise students as to the most appropriate pathway for them as an individual.

For selected modules support in practice will be given through practice facilitators or supervisors, who will be experienced practitioners and hold at least equivalent level of competence and knowledge for their discipline, to provide the technical expertise required within the role. They will work collaboratively with module leaders, advising, supporting and negotiating learning opportunities/resources which could help the student achieve their learning outcomes.

For those students undertaking the community pathway (leading to the SPQ) support in practice is provided by trained mentors who are responsible for supporting students to achieve learning outcomes and professional competencies'.

## Section 8 Reference points/benchmarks

- *Subject benchmarks*

QAA Subject benchmark statement for Healthcare programmes

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/nursing-final.asp>

and appropriate NMC standards for relevant modules for example :

NMC Standards for specialist education and practice (2001)

NMC Standards of proficiency for nurse and midwife prescribers (2006)

NMC Standards to support learning and assessment in practice (2008)

NMC Standards for the preparation and practice of supervisors of midwives (2010)

- *employer interaction/feedback:*

### Employer Interaction

Through partnership working between the university and practice placement organisations, at strategic and operational levels the award of Specialist Practice has been designed with the aim to educate practitioners to meet the current workforce demands expected in the next decade.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical 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 of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.