

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	University of the West of England	
Delivery Location	Glenside	
Faculty responsible for programme	Health and Life Sciences	
Department responsible for programme	Nursing and Midwifery	
Modular Scheme Title	Postqualifying framework	
Professional Statutory or Regulatory Body Links	Nursing and Midwifery Council	
Highest Award Title	MSc Specialist Practice	
Default Award Title	None	
Fall-back Award Title		
Interim Award Titles	PG Cert Specialist Practice PG Dip Specialist Practice	
UWE Progression Route		
Mode(s) of Delivery	FT / PT	
Codes	UCAS:	JACS:
	ISIS2: B70012	HESA:
Relevant QAA Subject Benchmark Statements	QAA Subject benchmark statement for Healthcare programmes (2001) 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)	
CAP Approval Date	3 July 2013	
Valid from	September 2013	
Valid until Date	September 2019	
Version	Version 5	

Part 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 healthcare 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 programme aims to develop and enhance the skills of healthcare professionals working with individuals with health and social care needs and to support and equip them to work in a dynamic and accountable healthcare system undergoing radical reform.

- Critically examine the policy, legal, and ethical contexts in 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 (student'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 inter-professional 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.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The MSc Specialist Practice is a specialist programme for all registered practitioners. For those students working in the community, and who wish to achieve the NMC Specialist Practitioner Qualification (SPQ), there is the option to follow the 'community pathway' through the programme. This pathway relates to the NMC (2001) *Standards for Specialist Education and Practice* and prepares students to become expert practitioners, partners and leaders in their chosen area of specialist practice.

Part 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 including modules specific to the MSc Specialist Practice leading to the SPQ Qualification****.					
Learning Outcomes:	Current issues in community practice UZTS7N-20-M****.	Health and Social Care research methods and methodology UZWSPX-15-M or UZWRCQ-20-M****	Synoptic modules UZTS7J-40-M**** /UZTSDC-40-M****	Contemporary issues in Advancing Practice UZWSSG-15-M	Dissertation UZWS4V-40-M or UZWSUL-45-M
A) Knowledge and understanding of:					
1. Diverse and complex issues associated with developing expertise within the selected area of specialist practice.	✓	✓	✓	✓	✓
2. The impact and influence of policy on their practice.	✓	✓	✓	✓	✓
3. Diverse needs and perspectives of service users	✓		✓	✓	
4. National and global policy initiatives that impact on their role	✓		✓	✓	
5. The complex nature of specialist practice within health care	✓		✓	✓	
6. Physiological, pathophysiological and pharmacological knowledge required in the specialist area of practice	✓		✓		
7. A range of frameworks that enable practitioners to take practice forward in the context of improving quality of care for the service user.	✓		✓	✓	
8. The impact of the rapidly changing workforce design	✓			✓	
9. Risk management	✓		✓	✓	
(B) Intellectual Skills					
1. Critically appraise issues in inter-professional and partnership working with service users.	✓		✓	✓	
2. Interrogate research in terms of its ability to inform and develop practice in diverse settings.	✓	✓	✓	✓	✓
3. Synthesise evidence from a variety of perspectives in order to contextualise contemporary specialist practice in care.	✓	✓	✓	✓	✓
4. Engage in critical reflection.	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme					
health and social care sector.					
6. Critically evaluate and contribute to theoretical and methodological debate in their discipline area	✓	✓	✓	✓	✓
7. Design and execute a well-planned research study based on relevant research methodology, within a framework of research governance		✓			✓
Learning Outcomes:	Current issues in community practice UZTS7N-20-M****.	Health and Social Care research methods and methodology UZWSPX-15-M UZWRCQ-20-M****	Synoptic modulesUZTS7J-40-M**** /UZTSDC-40-M****	Contemporary issues in Advancing Practice UZWSSG-15-M	Dissertation UZWs4V-40-M or UZWSUL-45-M
(C) Subject/Professional/Practical Skills					
1. Critically evaluate current approaches in practice to meet the changing needs of individuals and their carers.	✓	✓	✓	✓	✓
2. Justify own practice based upon best available evidence.	✓	✓	✓	✓	✓
3. Demonstrate innovative and creative practice with cross boundary and cross agency working whilst ensuring practice is safe and effective.	✓	✓	✓	✓	✓
4. Evaluate current approaches in practice to meet the changing needs of users and service.	✓		✓	✓	✓
5. Develop empowering practice with service users.	✓	✓	✓	✓	✓
6. Deliver research and evidence based interventions in order to meet the needs of service users with complex needs	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓
8. Demonstrate leadership skills that are effective in managing individuals, carers and small teams in the delivery of care	✓		✓	✓	
(D) Transferable skills and other attributes					
1. Demonstrate an ability to manage change effectively and respond appropriately.	✓		✓	✓	
2. Demonstrate the ability to communicate and work effectively with others.	✓	✓	✓	✓	✓
3. Demonstrate the ability to respond effectively to the needs of service users.	✓		✓	✓	

Part 3: Learning Outcomes of the Programme					
4. Critically reflect and evaluate own academic and professional progression in the context of lifelong learning.	✓	✓	✓	✓	✓
5. Manage self, own leadership style and collaborative ways of working, through seeking ongoing supervision	✓	✓	✓	✓	✓
6. Expand competencies and capabilities in using information technology skills	✓	✓	✓		✓
7. Demonstrate ability to manage complex issues and formulate/develop resolution strategies appropriate to their specialist practice	✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support
<p>On the MSc Specialist Practice programme, teaching is a mix of taught sessions, independent learning, and, where appropriate, work placements and practice learning.</p> <p>Scheduled learning includes lectures, seminars, tutorials, action learning, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; Scheduled sessions may vary depending on the module choices made.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, technology enhanced learning, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.</p> <p>Placement / Practice learning: may include a practice placement, or academic accreditation for work based learning. Learning in Practice is a key element of the programme for those students on the community pathway leading to the SPQ. In order to comply with NMC standards, this pathway is made up of 50% theory and 50% practice. Students are expected to achieve 16 weeks theory and a total of 16 weeks of supervised practice during the programme. Students will need to demonstrate the achievement of these practice hours as part of a practice portfolio. These hours (600) are confirmed by a 'sign off' mentor and should evidence how students have met the relevant programme learning outcomes and NMC professional competencies.</p> <p>The emphasis of the learning and teaching strategy is student-centred, aimed at enhancing the potential diversity of students' experience. There is a strong emphasis on inter-professional study in recognition of the fact that students on the programme will come from a wide variety of backgrounds.</p> <p>Strategies embedded in individual modules 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 inter-professional 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. Through critical thinking and reflexive skills students will analyse complex and conflicting ideas and evidence whilst also synthesising and evaluating experiences.</p> <p>Some optional modules will use skills laboratories that provide students with additional</p>

Part 4: Student Learning and Student Support

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 in 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:

The programme manager will refer students to an appropriate senior professional for guidance in their choice of modules to support their career progression. Student well-being and support will be managed overall by the programme manager facilitated and supported by the colleagues 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 manager (and where relevant, the community SPQ pathway coordinator) 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. Mentors must be of due regard and be a trained mentor as required by the NMC (Standards for learning and assessment in practice NMC 2008).

Description of any Distinctive Features

The MSc Specialist Practice is offered as a full-time and part-time route. Most students will be self-funding and it is anticipated therefore that they will opt for the 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. During the compulsory module, Contemporary Issues in Advancing healthcare Practice, UZWSSG-15-M the student will 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. Students will interrogate their leadership and influence as part of advancing healthcare practice.

All modules in this programme will require the student to utilise relevant and up to date research applied to their field of practice. As such, students will be required to synthesize information and evidence from a wide variety of sources and utilise the skills of critical reflection in order to

Part 4: Student Learning and Student Support

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 (UZWSPX-15-M) to support them in this endeavour. Students further develop their research understanding through the dissertation module (UZWSUL-45-M) where they have the opportunity to carry out empirical research in relation to a practice issue of their choice.

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. Students will increasingly be offered the opportunity to engage in master classes and short courses to supplement their learning. Students will be encouraged to direct their own learning towards a clinical speciality of their own choosing within the Programme. A key tenet of the programme encourages students to identify improvements in practice and develop strategies for implementing these recommendations.

Community pathway: students undertaking the community pathway leading to the Specialist Practitioner Qualification (SPQ), have 5 years to complete the programme and are required to undertake a number of compulsory modules (for further details see Section 6).

All students are entitled to academic and pastoral support whilst on an award. To this end various roles carry student support with them. The programme manager (and where relevant, the community pathway coordinator) will ensure students are guided towards a coherent programme to meet their needs in order to continue personal development. Module leaders will offer academic support for all students as per faculty protocol. For pastoral support students may receive this from either the module leader or the programme leader who will oversee the coherence of the programme and offer personal support to these students.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

The MSc Specialist Practice programme and the MSc Specialist Practice leading to NMC recordable Specialist Practice Qualification (SPQ) assessment strategy has been developed to facilitate the learning outcomes to be achieved. The variety of assessments and module choices within the programme aims to support individual learning styles and ensure that all domains of learning are assessed.

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, posters, presentations, written examinations. These are detailed in the following assessment maps:

Part 5: Assessment											
Assessment Map for MSc Specialist Practice											
		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level M	UZWSSG-15-M Contemporary Issues in Advancing Practice							A (100)			
	UZWSPX-15-M Health and Social Care Research methods and methodologies							A (100)			
	UZWSQL-45-M Masters Dissertation									A (100)	
Assessment Map for MSc Specialist Practice leading to NMC recordable Specialist Practice Qualification (SPQ)											
		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level M	UZTS7N-20-M Current Issues in Community practice						B (100)				A Pass/Fail
	UZWGRQ-20-M Health and Social Care Research methods and methodologies						A (100)				
	UZTS7J-40-M Synoptic with V100							B (100)			A Pass/Fail
	UZWSDC-40-M Synoptic without V100							B (100)			A Pass/Fail
	UZWS9R-20-M Contemporary Specialist Practice						A (100)				

Part 5: Assessment										
	UZWS4V-40-M Dissertation								A (100)	
*Assessment should be shown in terms of either Written Exams , Practical exams , or Coursework as indicated by the colour coding above.										

Part 6: Programme Structure

MSc Specialist Practice

Compulsory Modules	Optional Modules	Awards
<ul style="list-style-type: none"> Contemporary Issues in Advancing Practice UZWS4V-40-M Health and Social Care Research: Methods and Methodology UZWS4V-40-M Dissertation UZWSUL-45-M 	<p>Total compulsory credit = 75</p> <p>105 credits of optional modules will be chosen.</p>	<p>Award:</p> <p>MSc Specialist Practice</p> <p>180 credits at level 3 or above, of which not less than 120 are at level M</p>

Post-graduate Diploma Specialist Practice

Compulsory Modules	Optional Modules	Awards
<ul style="list-style-type: none"> Contemporary Issues in Advancing Practice UZWS4V-40-M Health and Social Care Research: Methods and Methodology UZWS4V-40-M 	<p>Total compulsory credit = 30</p> <p>90 credits of optional modules will be chosen.</p>	<p>Award:</p> <p>PG Dip Specialist Practice</p> <p>120 credits at level 3, of which not less than 80 are at level M</p>

PG Cert Specialist Practice

Compulsory Modules	Optional Modules	Awards
No compulsory modules required	Total compulsory credit = 0	<p>Award:</p> <p>PG Cert Specialist Practice</p> <p>60 credits at level 3 or above, of which not less than 40 are at level M</p>

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.

This pathway can be undertaken in no less than 32 weeks and normally within 5 years. Students are expected to achieve 16 weeks theory and 16 weeks of supervised practice during the programme. Practice hours need to be 'signed off' by a suitably qualified mentor. 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).

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

- Current Issues in Community Practice UZTS7N-20-M
- Health and Social Care Research : Methods and Methodology UZWRGQ-20-M
- Synoptic module with or without V100 UZTS7J-40-M or UZTSDC-40-M

In addition to these three compulsory modules students will need to complete two further choice modules. Negotiation with the student, employing organization and community pathway coordinator will help ensure appropriate module selections are made that are relevant to existing experience and meet workforce needs.

Students have the opportunity to take the V100 (Community Prescriber) as an integral part of the programme and register this as a recordable qualification with the NMC. This is dependent on showing an improved patient/client care and service delivery outcome as a result of prescribing from the community practitioner formulary. This must be supported by the Non-Medical Prescribing Lead of their organisation.

For students wishing to gain an SPQ in District Nursing, the V100 is mandatory.

More information in regard to the V100 will be given during the compulsory module Current Issues in Community Practice UZZS7N-20-M.

MSc Specialist Practice Programme leading to NMC recordable Specialist Practice Qualification (SPQ)

Compulsory Modules	Optional Modules	Awards
<ul style="list-style-type: none"> Current Issues in Community Practice UZTS7N-20-M Health and Social Care Research : Methods and Methodology UZWRGQ-20-M <p>And either</p> <ul style="list-style-type: none"> Synoptic module (with V100) UZTS7J-40-M <p>OR</p> <ul style="list-style-type: none"> Synoptic module (without V100) UZTSDC-40-M <p>In addition, for students wishing to complete the MSc Specialist Practice, the following modules must be completed</p> <ul style="list-style-type: none"> Contemporary Issues in Advancing Practice UZWSSG-15-M Dissertation UZWS4V-40-M <p>OR</p> <ul style="list-style-type: none"> Dissertation UZWSUL-45-M 	<p>PLUS Students, in negotiation with the community pathway coordinator, 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>PG Cert Specialist Practice</p> <p>60 credits at level 3 or above, of which not less than 40 are at level M</p> <p>PG Dip Specialist Practice (leading to Specialist Practitioner NMC recordable qualification)</p> <p>120 credits at level 3 or above, of which not less than 80 are at level M</p> <p>Achievement of all compulsory and negotiated modules must be completed in order to be eligible to apply for the NMC recordable qualification 'Specialist Practitioner'</p> <p>Awards: Target/highest</p> <p>MSc Specialist Practice</p> <p>180 credits at level 3 or above, of which not less than 120 are at level M</p>

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

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 programme:

Exceptionally, students without traditional degree level qualifications may be admitted to the

Part 7: Entry Requirements

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 :

1. Be registered on the NMC register
2. Be registered on the relevant specialist part of the register for the SPQ pathway chosen
3. Have completed a period of consolidated practice
4. Be working with an appropriate client group
5. Have an identified work-based mentor

Part 8: Reference Points and Benchmarks

The design of the MSc Specialist Practice programme which also includes the Specialist Practitioner Qualification has been developed with reference to a number of key guidelines, policies and strategies. External influences have been considered e.g. professional body requirements e.g. NMC standards, Subject benchmarks, QAA benchmarks (2001) and Department of Health policies.

- Great Britain. Department of Health (2013) Care in local communities A new vision and model for district nursing. London: The Stationery Office
- Great Britain. Department of Health (2012) The power of information: putting all of us in control of the health and care information we need. London: The Stationery Office.
- Great Britain. Department of Health (2012) Liberating the NHS: No decision about me without me. London: The Stationery Office.
- Great Britain. Department of Health (2012) The Operating Framework for the NHS in England 2012/13 London: The Stationery Office.
- Great Britain. Department of Health (2012) Caring for our future: reframing care and support. London: The Stationery Office.
- Great Britain. Department of Health (2011) NHS Outcomes Framework 2012/13 London: Department of Health.
- Great Britain. Department of Health (2011) Innovation, Health and Wealth London: The Stationery Office
- Great Britain. Department of Health (2011) Healthy Lives, Healthy People: Our strategy for public health in England. London: The stationery Office (Cm. 7985)
- Great Britain. Department of Health (2011) A framework for technology enhanced learning. London. Department of Health.
- Great Britain. Department of Health (2007) Our NHS Our future: NHS next stage review - interim report (Darzi Review). London: Department of Health.
- Mid Staffordshire NHS Foundation Trust Public Inquiry (2013) Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report). London: Stationery Office.
- National Institute for Clinical Excellence (2012) Patient Experiences in Adult NHS Services QS15, London: NICE.

Part 8: Reference Points and Benchmarks

- Nursing and Midwifery Council (2009) Guidance on professional conduct for nursing and midwifery students. London.
- Nursing and Midwifery Council (2008) Standards to support learning and assessment in practice
- Nursing and Midwifery Council (2006) Standards of proficiency for nurse and midwife prescribers
- Nursing and Midwifery Council (2001) Standards for Specialist Education and Practice. London.
- Quality Assurance Agency for Higher Education (2008) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. The Quality Assurance Agency for Higher Education, Mansfield.
- Quality Assurance Agency Benchmark statement (2001) Nursing Academic and Practitioner Standards.
- University of the West of England (online) Vision and Mission. Available <http://www1.uwe.ac.uk/aboutus/visionandmission> [accessed on 21/01/2013]

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

- Practice focused meetings with Trust and healthcare partners.
- Collaboration with other universities
- Discussion and feedback from students.
- As part of the quality assurance framework via module evaluations
- Student feedback via student representative and staff forums.
- Patient and public engagement via focused groups
- Internal strategic and programme specific curriculum development groups.

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, available on the [University's website](#).