



University of the
West of England

POSTGRADUATE MODULAR PROGRAMME

MSc ADVANCED PRACTICE

PROGRAMME SPECIFICATION

Validation *January 2002*

University of the West of England



Programme Specification

Section 1: Basic Data	Version 4
Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Health and Social Care
Programme accredited by	PCEP
Highest award title	MSc Advanced Practice
Default award title	
Interim award title	Post Graduate Diploma Advanced Practice Post Graduate Certificate Advanced Practice
Modular Scheme title (if different)	Post Qualifying Framework
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Health & Social Care Practitioners See section 8
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	01/09/2010

Authorised by...

Date:...

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

The aims of this programme are to enable the practitioner to :

- advance the boundaries of health and social care through interprofessional leadership and workforce development
- demonstrate innovation, research activity, life-long learning and change management within advanced practice.
- operate within a multi-cultural context that is pre-emptive and responsive to health and social care.
- apply the principles of advanced practice to working with undifferentiated diagnosis and the admission, care and discharge of clients/patients.

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
Knowledge and understanding of:	Teaching/learning methods and strategies:
1. Critically apply leadership skills to advanced practice within own field of practice and interprofessionally.	Acquisition of 1, 3 and 4 through directed reading, enquiry through and within practice, development of their own practice profile, discussion/s and the action learning groups.
2. Demonstrate a critical knowledge of the diverse nature of human rights, duties and responsibilities essential to the effectiveness of complex cultures within set health and social care agendas.	Acquisition of 2 through engaging in all modules: compulsory, specialist or optional/generic and considering new knowledge against current practice and proposed developments.
3. Develop their decision making skills to support solutions for complex health and social care problems.	Acquisition of 5 through action learning sets, IT and literature sources, through discussion and application to practice.
4. Construct and deconstruct the advanced practice concept.	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.
5. Explore the impact and influence of policy and practice on their field of practice.	
	Assessment
	Assessment is through coursework. Students are expected to give accounts, using an increasing range of perspectives that critically reflect and evaluate the integration and application of their learning in practice.

B Intellectual Skills

Intellectual Skills

1. Critically appraise issues relating to advanced practice in the health and social care fields.
2. Demonstrate the ability to critically evaluate a range of research.
3. Evaluate the appropriateness of a range of evidence-based literature.
4. Demonstrate the capacity for in-depth critiquing and deductive reasoning to critical analysis.
5. Synthesise information from a variety of perspectives in order to contextualise practice.

Teaching/learning methods and strategies

Intellectual skills are developed through seminars, group work and the student's practice. To promote acquisition of 1-5, student presented accounts of practice and the integration of their evolving knowledge base will form the platform for facilitation of greater understanding, complexity and mental agility development. Problem solving and decision making skills required of 1 & 5 will be developed in the action learning sets.

Assessment

A variety of assessment methods are used across the compulsory, specialist and optional modules. The compulsory modules provide a varied approach to assessment with the remaining specialist and optional modules providing an increasing range of assessment approaches dependent on their module type and content. 2 – 4 will be assessed in the dissertation and timed assignment.

C Subject, Professional and Practical Skills

Subject/Professional/Practical Skills

- *able to: ...*

1. Demonstrate a critical awareness of the responsibilities of the advanced practitioner in relation to self and organisation
2. Demonstrate that they have met the core dynamic requirements to meet the health and social care needs within their identified expert clinical practice.
3. Utilise local, regional and national networks in advanced practice that translate and augment National Health and Social Care Policy.
4. Critically evaluate current approaches in practice to meet the changing needs of users and service.

Teaching/learning methods and strategies

Students working in their action learning groups and through other discursive approaches within modules will collaborate with other learners from both an interprofessional and a specialist development perspective. This will enhance the opportunities students have to develop their scope of practice, including leadership and decision making skills within current political, ethical and legal context from a users' perspective. Experience from the student's workplace will facilitate reflection and their critical evaluation skills.

Assessment

Skills 1 – 4 are primarily assessed by coursework in the compulsory modules augmented by a wider variety of assessments afforded through specialist and optional modules including professional practice modules.

D Transferable Skills and other attributes

Transferable skills and other attributes	Teaching/learning methods and strategies
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- *able to:* ...

1. Extract, evaluate and synthesise information gained from both primary and secondary sources.
2. Critically reflect and evaluate own academic and professional progression.
3. Demonstrate ability to manage complex issues and formulate/develop resolution strategies appropriate to practice.
4. Demonstrate ability to manage change effectively, demonstrating ability to respond appropriately.
5. Demonstrate an ability to use an effective range of advanced communication skills.
6. Demonstrate an ability to work effectively in a team.

Skill 1 is acquired through a range of IT and library resources.

Skill 2 is acquired through independent learning in theory and the workplace.

Reflection in groups and individually will support development.

Skills 3 – 6 will be acquired as the student progresses through the programme and increasingly engages in group and seminar discussions and this will be enhanced through reflection on and engagement in practice.

Assessment

Assessments in the compulsory modules will require the student to articulate effectively their understanding from a range of viewpoints including those members of their working team. This will also include the student's ability to manage complex situations, including change process for them and others.

Section 4: Programme structure

MSc Advanced Practice

Overview:

This is a part-time, flexible programme which enables experienced practitioners to advance their practice. The core compulsory modules of **Meeting the Challenge of Advanced Practice** and **Advanced Practice in Context** are process modules which run as an essential thread interwoven throughout the first and second stages of the programme and across the full academic year. This approach will permit professionals to fully engage in action learning in order to challenge existing perspectives and place theoretical knowledge in the context of practice. Through a process of active problem-solving within their peer group, they will achieve the aims of the programme by initially reflecting on self in order to meet the challenges of their own advanced practice (**in Meeting the Challenge of Advanced Practice**); and secondly, supportively challenge the context within which the advanced practitioner is functioning (**in Advanced Practice in Context**). In addition, there are a range of specialist focused and generic pool, optional modules (see pages 7 and 8) that will help individuals meet in full, the learning outcomes of the programme. In particular this choice offers them the flexibility to prepare them for the range of role changes and equip them with sophisticated negotiation and decision-making skills to manage and change the service as practice evolves. Furthermore, the philosophy underpinning this programme intends to ensure the development and enhancement of skills required to become an advanced practitioner. In order to address this essential practice focus, a framework has been developed within which the core modules have been constructed and against which the professional practice modules will develop the competencies for each professional group. It is envisaged that the full range of health and social care practitioners will access this programme. An example of different ways in which each professional group may use the programme will depend on their position in practice, and the role they wish to develop (see appendix 1).

The programme has three exit points, postgraduate certificate, postgraduate diploma and MSc. The aim of the Postgraduate Certificate is to begin to engage the student in the action learning process through the compulsory module, **Meeting the Challenge of Advanced Practice** and critically evaluate and advance their own role within the organisation. Here they will be expected to present practice situations/problems/dilemmas to their peers and through critical evaluation of relevant theory, to find ways to enhance their practice or manage change. The essential idea behind action learning is that learning occurs by doing. Guided by their own practice profile development needs, and facilitated by an objective challenging academic facilitator, they will begin to make an active contribution to the challenges of advanced practice. Through negotiation with the student's Practice Facilitator and Programme Leader, two optional modules will be chosen from the list of specialist focused and generic pool modules.

The Postgraduate Diploma aims to debate and rationalise the current political/economic dimensions of advanced practice in a changing world and build on their understanding of the decision-making processes required of such advanced practitioners. Students will continue to develop their engagement in the action learning process and explore a means of addressing the tensions between personal values, professional demands and organisational requirements. This will be

achieved through the second core compulsory module, ***Advanced Practice in Context*** which will also run as a thread throughout the Postgraduate Diploma level study. In addition, one further optional module which may be taken from the range of specialist focused or generic pool masters modules of the faculty. A further compulsory module, ***Health and Social Care Research Methods and Methodology*** may be taken either at the Postgraduate Certificate level or at the Postgraduate Diploma level. Or, should a student wish to Register on the full programme at the outset, they may wish to complete this module at MSc level followed by a 40 credit dissertation. Intentionally, the overall aim of the programme is to provide a flexible approach to enable the student to manage their own advanced role in practice. Necessarily, it should maintain this flexibility throughout. Therefore through the use of workbased learning and independent study modules, students will be able to individualise the programme to their own specialist area of practice. Additionally, at dissertation level, students should have the choice to complete an empirical study of 40 credits to support an aspect of this 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 advanced role in practice.

Students will be able to use normally 20 credits at level 3 and exceptionally up to 40 credits at level 3 from the Post Qualifying Framework of generic pool optional modules as part of the programme and following discussion with the programme leader.

Year 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> Meeting the Challenge of Advanced Practice UZURBB-20-M 	<p>Optional modules</p> <p>60 credits from the generic pool of optional modules pertinent to the student's profile and following discussion with the programme leader</p>	<p>Interim Awards:</p> <p>Post Graduate Certificate Advanced Practice</p> <ul style="list-style-type: none"> Credit requirements <p>60 credits at level M</p> <p>OR</p> <p>40 credits at level M plus 20 credits L3 or above provided modules selected enhance the role of the advanced practitioner.</p>
Year 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> Advanced Practice in Context UZURBC-20-M Health and Social Care Research UZWRGQ-20-M 		<p>Interim Awards:</p> <p>Post Graduate Diploma Advanced Practice</p> <ul style="list-style-type: none"> Credit requirements <p>120 Credits at level M</p> <p>OR</p> <p>80 credits at level M plus 40 credits at level 3 or above provided modules selected enhance the role of the advanced practitioner.</p>
Year 3	<p>Core Compulsory modules</p> <p><i>either</i></p> <ul style="list-style-type: none"> Dissertation UZWS4W-60-M <p><i>or</i></p> <ul style="list-style-type: none"> Dissertation UZWS4V-40-M <p>Students undertaking the 40 credit Dissertation module will be required to undertake an additional 20 credits in negotiation with the programme leader</p>		<p>Awards</p> <p>Target/highest:</p> <p>MSc Advanced Practice</p> <ul style="list-style-type: none"> Credit requirements <p>180 credits at level M</p> <p>OR</p> <p>140 credits at level M plus up to 40 credits at level 3 or above</p>

Section 5: Entry requirements

Successful applicants to a postgraduate programme will normally have an honours degree or its equivalent in a relevant subject area.

Additionally, applicants will require the following:

- (a) Evidence of ability to work at Masters Level
- (b) Evidence of recent study
- (c) Normally five years experience in Health and Social Care
- (d) Evidence that their current level of practice forms a pre-requisite stage required for advanced practice
- (e) Explicit evidence of the ability to practice at or develop towards the level required to enable them to reach the aims of the programme
- (f) Evidence of support from practice for the student to develop in or towards an advanced practice role

Students entering the programme will be assessed against the above requirements with a concentrated focus, providing (a)-(c) can be satisfied, on (d) - (f). It is crucial that students are supported, through a formal agreement with their practice manager, to achieve the practice level of the programme. This requirement is central to the successful outcome of the programme including meeting the aims and students' professional development needs.

Section 6: Assessment Regulations

This programme was originally developed under MAR and now is in line with the Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

The distinctive features within this programme are:

- Active learning through exploration and discussion in the action learning groups. Students will be using their role in practice to integrate the modular content and apply it to the specific specialism and their advancing role. Students will be guided in this work through the development of their practice profile; this will draw from a range of professional literature, including leadership, management, decision making, research and research utilisation, role and organisational development.
- Learning based around reflection as well as interactive and proactive approaches is central to ensure students engage in the development of their role at an advanced level of practice.
- A range of modules, dependent on the selection, that cater for both specialist enhancement as well as more transferable professional skills.
- Dependent on the modules taken, the programme prepares students for a range of emerging advanced roles in health and social care, eg consultant roles, professional led services.

Student Support

Students will be supported through a range of approaches to include: group and individual tutorials, e learning approaches including Web CT. Additional to a personal

tutor and dissertation supervisor, students will require a practice facilitator who will give support and coaching in practice. This role is focused on identifying and negotiating suitable experience and identifying areas for development in the students' practice. They will act as a "critical friend" and assist students to reflect and evaluate progress. Additionally, a structured programme of routine visits to facilitators in the work place to monitor their effectiveness will be implemented for the first cohort of students.

Section 8 Reference points/benchmarks

The programme development has taken account of the University policies and strategies and specifically will develop over time to promote increasing elements of the programme through ICT. Interprofessional learning and promotion of lifelong learning are key features of the programme.

Subject benchmarking for health practitioners has been used to inform and guide the programme development

Programme learning outcomes are mapped against the compulsory modules

Employers Interaction Feedback

On the basis of the possible sensitivity and applicability related to the interprofessional nature of this area, the opportunity was taken to consult with the relevant professional groups at the Nurse Education Committee and the Clinical Service Managers Meeting, both professional sub-committees of the Avon, Dorset, Gloucestershire and Wiltshire Workforce Development Confederation. The programme proposal received unanimous support from Clinical Service Managers (Radiographers, Physiotherapists, Dieticians, Occupational Therapists and Technicians) with a more reserved, although supportive, response from the Nursing Education Committee.

In May 2001 a Stakeholders Workshop was held to explore the possibilities and gauge their support. The outcome of this workshop demonstrated full support.

Throughout the planning process the programme has been developed jointly with service representatives. Senior managers within the local health sector have been kept informed and are being consulted on the progress to date.