



**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	University of the West of England	
<b>Delivery Location</b>	University of the West of England, Glenside Campus	
<b>Faculty responsible for programme</b>	Health and Applied Sciences	
<b>Department responsible for programme</b>	Nursing and Midwifery	
<b>Modular Scheme Title</b>	Post Qualifying Framework	
<b>Professional Statutory or Regulatory Body Links</b>	Nursing and Midwifery Council	
<b>Highest Award Title</b>	MSc Advanced Practice	
<b>Default Award Title</b>		
<b>Fall-back Award Title</b>		
<b>Interim Award Titles</b>	Post Graduate Diploma Advanced Practice Post Graduate Certificate Advanced Practice	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	PT /FT	
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>
	<b>ISIS2:B99J12</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>		
<b>CAP Approval Date</b>	29 May 2014	
<b>Valid from</b>	September 2009	
<b>Valid until Date</b>	September 2015	
<b>Version</b>	Version 4.1	

**Part 2: Educational Aims of the Programme**

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

- Be able to define the nature of advanced practice, what it encompasses, and how it differs from practice at registration.
- Work at an advanced level clinically with direct patient care.
- Be able to practice autonomously and be self-directed.
- Be able to use professional judgment in managing complex and unpredictable care events, and learn from the patient's experience.
- Be able to identify and implement systems to promote their contribution to, and show the impact of,

## Part 2: Educational Aims of the Programme

advanced practice roles to a multidisciplinary team.

- Critically appraise and synthesize relevant research, evaluations and audits and apply them to their area of practice, ensuring measurable quality improvements.
- Develop strategies and undertake activities that monitor and improve quality of healthcare.
- Lead in collaboration with others, the planning and delivery of evidence based interventions that will meet learning and development needs of self and others.
- Improve the quality of care delivered to patients, by leading the future workforce ensuring they have the right skills, values and behaviours to meet needs.

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

The MSc Advanced Practice is a specialist programme for all registered practitioners working towards Advanced Practitioner status. The student will be encouraged to focus on advancing their knowledge and understanding of current issues related to their own field or sphere of practice. It offers flexibility by enabling students to choose from a range of modules so that they can select content that will meet their needs.

The University offers modules in the required areas of practice as outlined in the Position Statement the Department of Health (DOH 2010) of the Requirements for Advanced Practice; i.e. clinical/ direct care practice, leadership and collaborative practice, improving quality and developing practice and developing self and others.

Modules in this programme will require students to demonstrate the utilisation of evidence and research related to their field. Students will be required to complete the research methods module in preparation for the Dissertation. The dissertation module will enable the practitioner to focus on their field of work.

However students can take interim awards at i.e. PG Cert, PG Diploma, to enable them to develop clinical/professional practice alongside their academic profile as a staged approach

## Part 3: Learning Outcomes of the Programme

The term 'advanced level practice' has been applied inconsistently to a number of different roles and this has often led to confusion about the scope and competence required at this level of practice. To date, there has been inconsistency in how the term has been applied to different nursing roles.

The aim of this Advanced Practice programme is to have clear agreed standards that can be mapped against the position statement from the Department of Health (DOH 2010)

The 4 key areas are

- Clinical/direct care practice
- Leadership and collaborative practice
- Improving quality and developing practice
- Developing self and others,

### **Advanced Practitioners - Level 7**

Experienced clinical professionals who have developed their skills and theoretical knowledge to a very high standard. They are empowered to make high-level clinical decisions and will often have their own caseload. (Skills for Health (2007) Underpinning Principles of Advanced Practice)

It is important to note that the MSc Advanced Practice is designed to be flexible and open to all disciplines

### **Autonomous practice**

- Enhance clinical skills to enable an Advanced Practitioner to practice autonomously, and to have the freedom to exercise judgement about actions, in turn accepting responsibility and being held to account for them.

### Part 3: Learning Outcomes of the Programme

- The advanced practitioner will lead within the health care setting, challenge behaviours in self and that of others to produce effective, efficient ways of practising and managing patient.
- Communicate in a manner that ensure transparently across health care settings that can the help to shape traditional practices into an innovative balanced environment for staff and patients.

#### Research and Critical Thinking

- Critically analyse and synthesise research evidence to enable a high level of judgement and decision making.
- Understand the complex picture from diverse evidence which forms an understanding of contemporary advancing practice.
- Through clinical governance agenda construct quality measurement indicators that can directly illustrate performance of systems and individuals to ensure safe quality of care.

#### Values Based Care

- Advanced practitioners will be able to have a high level of awareness of their own values and beliefs.
- Care is negotiated with patient/carers as an equal partner. 'Working in a positive and constructive way with difference and diversity. Putting the values, views and understanding of individual service users and carers at the centre of everything we do'
- The Advanced practitioner will be able to work across professional, organisational and system boundaries and proactively develop and sustain new partnerships and networks to influence and apply change to improve health, outcomes and healthcare delivery systems.

#### Improving Practice

- Operate competently to improve practice and health outcomes so that they are consistent with, or better than, national and international standards through initiating, facilitating and leading change at individual, team, organisational and system levels.

#### High Levels of Decision Making & Problem Solving

- From a diverse evidence base the advanced practitioner can demonstrate expertise in complex decision making in relation to their current role. This includes determining what to include in the decision making process, and making a decision based on judgement and critical thinking/problem solving.

<p><i>Learning Outcomes:</i></p>	UZWSGG-15-M Contemporary issues in advancing practice	UZWSPX-15- M Health and Social Care research methods and methodology	UZWSUL-45-M: Dissertation	UZWSRR-15-M Physical assessment and clinical reasoning	UZWSRP-30-M Pathophysiology and diagnostic reasoning for advanced practice	UZWSUS-30-M Clinical Reasoning for Urgent and Emergency Care Practitioners and	UZWSV4-30-M Clinical Examination skills and practice for Urgent and Emergency Care Practitioners	UZTSPV-30-M Prescribing Practice V300	UZTSPS-15-3 Applied Pharmacology for non-medical prescribers
<b>A) Knowledge and understanding of:</b>									
Critically apply leadership skills to advanced practice within own field of practice and inter-professionally.	✓	✓	✓		✓	✓			
Plan and manage complex episodes of care, working in partnership with others, delegating and referring as appropriate to ensure patient safety and optimum health outcomes.					✓	✓			✓
Develop their decision making skills to				✓	✓	✓			✓



## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

**Placement learning:** Learning in practice is a key element of the programme for those students who wish to undertake Advanced Practice roles. Although there are no key standards there have been a number of documents that have set out recommended pathways (DOH (2010), RCN (2012))

The emphasis of the learning and teaching strategy is student-centered, aimed at enhancing the potential diversity of students experience as the student will come from a wide variety of backgrounds. Strategies embedded within individual modules will give students the opportunity to gain peer support and networking skills. Action learning sets will provide a 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 synthesizing and evaluating experiences.

### The distinctive features within this programme are:

The MSc Advanced 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.

Evidencing Work Based Learning modules may be selected to enable students to facilitate the integration of theory and practice within their own area of practice. This module may be tailored to meet the needs of the individual practitioner and organization.

Active learning through exploration and discussion in 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 caters for the professional who is working

## Part 4: Student Learning and Student Support

within an advanced clinical role or aspiring to be in one. This includes the multidisciplinary team, physiotherapists, occupational therapists, registered nurse and paramedics.

Dependent on the modules taken, the programme prepares students for a range of emerging advanced roles in health and social care, e.g. consultant roles, professional led services.

Key lectures will be delivered by members of the programme team as well as by advanced practitioners within health and social care, to facilitate some practical sessions and also deliver expert knowledge related to their field.

### Student Support

The programme manager will assist the students in the planning of their own academic pathway; this will address current educational achievements, present clinical role, future career pathways and organisational requirements. Module teams will provide academic support throughout each module taken; this may be face to face or through email.

Students will be supported through a range of approaches to include: group and 1:1 tutorials, depending on the modules chosen throughout the programme.

Dissertation supervisor, students will require a practice facilitator who will give support and mentoring in practice. The student's role will be to focus 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.

## Part 5: Assessment

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

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

- Clinical/direct care practice
- Leadership and collaborative practice
- Improving quality and developing practice
- Developing self and others,

### Assessment Map

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

### Assessment Map for MSc Advanced 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
<b>Compulsory Modules</b>	UZWSSG-15-M Contemporary Issues in Advancing Practice							A (100)			



## Part 5: Assessment

<b>Level M</b>	UZWSPX-15-M Health and Social Care Research methods and methodologies							A (100)			
	UZWSUL-45-M Masters Dissertation									A (100)	
<b>Optional modules</b>	UZWSRR-15-M Physical Assessment and Clinical Reasoning					A (100)		B (100)			
	UZWSRP-30-M Pathophysiology and Diagnostic Reasoning for Advanced Practice	A (100)					B (100)				
	UZTSPV-30-M Prescribing Practice V300				Pass/ fail	Pass /fail					B (100)
	UZTSPS-15-3 Applied Pharmacology for non- medical prescribers	A (100)									
	UZWSUS-30-M Clinical Reasoning for Urgent and Emergency Care Practitioners						A (50)		B (50)		
	UZWSV4-30-M Clinical Examination Skills and practice for Urgent and Emergency Care Practitioners				A (50)				B (50)		

\*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

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**, including: level and credit requirements, interim award requirements, module choice including compulsory and optional modules

Compulsory Modules	Optional Modules	Interim Awards
UZWSSG-15-M Contemporary issues for advancing practice	In discussion with the programme manager students can select from a menu of modules those that align to the students field of practice and that will enhance the role of the advanced practitioner.	<b>Post Graduate Certificate: Advanced Practice</b> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> 60 credits at level M  OR 40 credits at level M plus 20 credits at Level 3 or above provided modules selected enhance the role of the advanced practitioner.
Compulsory Modules		Interim Awards
UZWSPX-15-M Health and Social Care Research Methods and Methodology		<b>Post Graduate Diploma: Advanced Practice</b> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> 120 Credits at level M  OR 80 credits at level M plus 40 credits at level 3 or above provided modules selected enhance the role of the advanced practitioner.
Compulsory Modules		Target/highest:
UZWSUL-45-M Dissertation		<b>MSc Advanced Practice</b> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> 180 credits at level M  OR 120 credits at level M plus up to 60 credits at level 3 or above

## Part 7: 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) Registered with the Nursing and Midwifery Council or Health and Care Professions Council
- (b) Evidence that their current level of practice forms a pre-requisite stage required for advanced practice



## Part 7: Entry Requirements

(c) Evidence of support from practice for the student to develop in or towards an advanced practice role

## Part 8: Reference Points and 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.

Royal College of Nursing (2012) and Department of Health (2010) documents have been used to develop the framework of the programme. The benchmarks of these papers have been used to enhance patient safety and the delivery of high quality care, by facilitating governance, good employment practices and encouraging consistency with titles (DOH 2010). Although it is anticipated that the majority of applicants will be registered nurses the programme has relevance for registered midwives, health visitors and allied health professionals.

The Frances, Berwick and Keogh reports have been used to inform the programme about the current challenges that the health sector encounters.

### Employers Interaction Feedback

Opportunity has been taken to engage with practice areas on the needs of the advanced practice role within the primary and secondary care settings. Mapping documents have been developed to aid this process. Students have attended forums and given verbal feedback on their individual and service needs. This process is ongoing.

The Southwest Workforce planning document clearly states the need for high standards of care within the health service and that money invested will ensure there is provision for the future (Health Education England 2013).

A Department of Nursing and Midwifery CPD event held in July 2013 stated the need for flexible formats that assessed students throughout their programme, but also steered them through a clear pathway and elements of advanced practice

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.

- Forum
- Evaluations of individual modules.
- 1:1 feedback form individual students
- Advanced practitioners in clinical area.
- Evaluation of the Work force plan 2014/15.

### References

Berwick (2013) *Berwick Report*. NHS Litigation Authority [online] available from <http://www.nhs.uk/AboutUs/Documents/Berwick%20Report.pdf>

Department of Health (2010) *Advanced Level Nursing: A position Statement*. DOH Leeds

Francis (2013) Report of the Mid Staffordshire NHS Foundation Trust. Public Inquiry. TSO London

## Part 8: Reference Points and Benchmarks

Health Education England (2013) *Investing in people for health and healthcare*. Work Force Plan 2014/15

Keogh B (2013) *Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report [online]* available from <http://www.nhs.uk/NHSEngland/bruce-keogh-review/Documents/outcomes/keogh-review-final-report.pdf>

Leadership Academy NHS (2014) Responding to Francis, Keogh and Berwick reviews [online] available from <http://www.leadershipacademy.nhs.uk/about/our-work-and-its-impact-on-the-nhs/responding-to-francis-keogh-and-berwick-reviews/>

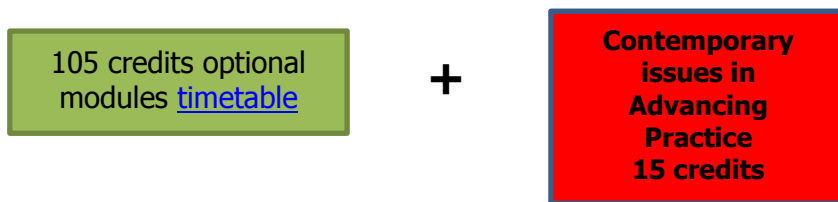
Royal college of Nursing (2010) *Advanced Nurse Practitioners. An RCN guide to advanced nursing practice, advanced nurse practitioners and programme accreditation*. RCN. London

MSc Advanced Practice  
Flexible study routes which can be achieved  
over a 10 year period

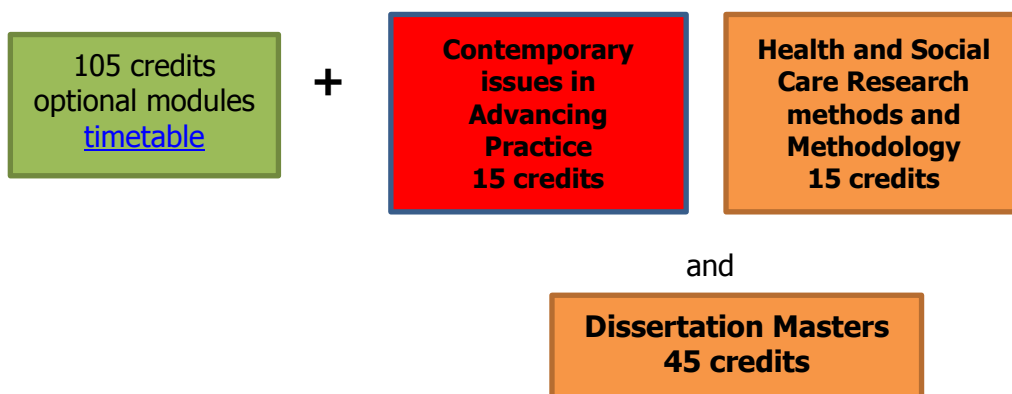
**PG Certificate in Advanced Practice = 60 credits**



**PG Diploma = 120 credits**



**Masters = 180 credits**



## Example of a typical study route:

Compulsory

Optional

### **PG Cert – 60 credits**

**15 credit - level M: Compulsory Module: Contemporary issues in Advancing Practice:** Identifying module about roles, leadership, political climate in relation to commissioning, resilience and communication

**15 credit - level 3/M: Physical assessment and clinical reasoning:** Undertake physical assessment using the 6 systems, CVS,RESP, GI,NEURO,HNSENT and M/S.

**30 credit - level 3/M: Pathophysiology and Diagnostic reasoning for advancing practice:** Looking at diseases process and how this relates to patients presentations. Assessing them and coming up with a clinical diagnosis. The assessment will demonstrate knowledge and clinical reasoning skills, through an exam and poster presentation



### **PG Diploma – 120 credits**

#### **15 credit Compulsory module plus**

**15 credit - level 3/M: Physical assessment and clinical reasoning:** Undertake physical assessment using the 6 systems, CVS,RESP, GI,NEURO,HNSENT and M/S.

**30 credit - level 3/M: Pathophysiology and Diagnostic reasoning for advancing practice:** Looking at diseases process and how this relates to patients presentations. Assessing them and coming up with a clinical diagnosis. The assessment will demonstrate knowledge and clinical reasoning skills, through an exam and poster presentation

**45 credit level 3/M: Prescribing and Pharmacology:** For advanced nurse practitioners to provide independent prescribing. Validated with the NMC

**15 credit - level M:** optional Module



### **MSc – 180 credits**

All the above at PG diploma plus

**15 credits – level M: Research Methodology:** Research proposal preparation and submission for

**45 credit - level M: Dissertation**

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](#).