



PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England, Bristol
Teaching Institution	University of the West of England, Bristol
Delivery Location	Glenside, Gloucester Campus South West of England and Academic Partnership sites
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Nursing and Midwifery
Professional Statutory or Regulatory Body Links	Nursing and Midwifery Council Health and Care Professions Council General Pharmaceutical Council
Highest Award Title	MSc Advanced Practice
Default Award Title	None
Interim Award Titles	Post Graduate Certificate Health and Social Care Post Graduate Diploma Advanced Practice
UWE Progression Route	
Mode(s) of Delivery	<i>FT / PT</i>
ISIS Codes	Primary Award – B99J12 Primary Target (FT/PT) – B99J12
For Implementation from	September 2019

Part 2: Description

The MSc Advanced Practice is a multi-professional programme for all professional, statutory and regulatory body registered practitioners working towards Advanced Practitioner status. The programme is modular, and learners either study full or part time. The learner will be encouraged to focus on advancing their knowledge and understanding of current issues related to their own field of practice, and that of the wider context of health and social care.

The programme aims to offer flexibility, by enabling students to choose from a range of optional modules so that they can tailor the programme to meet their individual and employer needs in distinct and different care environments. The modules support the four pillars of advanced practice:

1. Autonomous clinical practice,
2. Leadership of evidence based interventions,
3. Educational governance improving quality and developing practice
4. Developing self and others.

Learners will be required to critically examine evidence and research related to their scope of practice. Learners will be required to complete compulsory modules in leadership; research methods and either a Dissertation or Evidencing Work based learning (EWBL) module. The Dissertation or EWBL module will enable the learner to focus on an area of practice to influence service change and provision as well as the impact of health and social care policy.

Learners can take interim awards at PG Certificate or PG Diploma Levels, to enable them to develop their professional practice alongside their academic profile through a staged approach, thus enhancing the likelihood of progression.

- Post Graduate Certificate Health and Social Care
- Post Graduate Diploma Advanced Practice
- MSc Advanced Practice

The aims of the programme are to:

1. Provide a stimulating, supportive and sensitive learning environment that will enable learners to maximise their learning, and facilitate their development as self-directed and reflective learners.
2. Produce post graduates who demonstrate a comprehensive understanding of complex and specialist areas of knowledge and skills, necessary to practice competently in their specific field of practice.
3. Enable learners to demonstrate a systematic understanding and critical evaluation of current issues within health and social care, using new knowledge in innovative ways and to share this with a wider audience.
4. Enable learners to develop the knowledge and higher level critical thinking skills required for autonomous and independent decision-making, demonstrating creativity and originality in tackling and solving problems in the absence of complete data.
5. Support learners to critically evaluate current research and advanced scholarship in order to

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effectively, efficiently and flexibly lead, manage, plan and evaluate care delivery in a variety of complex and unpredictable contexts.

6. Support learners to work in partnership with service users, carers and their families to develop person and family centred holistic care.
7. Enable learners to become independent and self-critical reflective practitioners, who have the ability to question and challenge practice and evidence, with confidence and courage.
8. Enable learners to demonstrate a comprehensive understanding and evaluation of the knowledge base related to advanced practice roles and responsibilities, which could impact on the functioning of the multi-professional workforce in a variety of contexts; improving quality of care whilst balancing costs and resources.
9. Enable learners to critically appraise and synthesize collaborative and integrated health and social care delivery systems, to enhance the quality of the service user, carer and family experience
10. Develop knowledge of the four pillars of advanced practice.
11. Critically appraise and synthesize relevant research, evaluations and audits, applying them to one's own area of practice, ensuring measurable quality improvements

Distinctive features:

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. The multi-professional education provision enables a contemporary and person-centered approach to meet local and national drivers and workforce development needs. 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.

At the end of the programme, an Evidencing work based learning (EWBL) module may be selected in place of a traditional dissertation, to enable students to facilitate the integration of theory and practice within their own area of practice expertise. The module may be tailored to meet the needs of the individual practitioner and organization, thus ensuring the focus is relevant to the context of practice. EWBL requires students to identify and scope a project related to practice or work context; undertake a literature review; develop a project plan; implement and evaluate the project. This is good preparation for work as an advanced practitioner and meets all four pillars of advanced practice.

Learning on the programme is based around reflection as well as interactive and proactive approaches and is central to ensure students engage in the development of their role at an advanced level of practice. In discussion with the programme leader, learners can select from a wide range of optional modules that best meets their needs. Thus each learner's journey will have focus and develops them ready for the advanced practice role. This includes a wide range of health care professionals such as physiotherapists, occupational therapists, registered nurses,

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registered midwives and paramedics.
Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)
This is a post graduate professional practice programme for those students working in a variety of care settings who are registered with either the Nursing and Midwifery Council or the Health and Care Professions Council or the General Pharmaceutical Council.
Regulations
Approved to University Regulations and Procedures

Programme learning outcomes

	UZRGGQ-20-M Health and Social Care Research and Research Methodologies	UZTSVV-20-M /UZTSVU-20-3 Leadership and Innovation or Contemporary Leadership in Rehabilitation: UZYSQ8-30-M	UZWS4V-40-M/UZWS4W-60-M Dissertation	OR	Evidencing work based Learning	Optional module
Knowledge and understanding:						
Explore the impact and influence of policy and practice on their field of practice		✓	✓		✓	✓
Demonstrate an in depth knowledge and understanding of their discipline		✓				✓
Demonstrate a systematic understanding of knowledge, and a critical awareness of current issues and developments in their professional discipline		✓				
The capacity to synthesise practice and theory, to underpin demonstrably higher levels of discretion and judgement in decision making within Advanced Practice					✓	✓
An ability to apply knowledge and skills to their individual area of practice to lead and develop services;	✓	✓	✓		✓	
A critical and systematic understanding of the research process from project development through to implementation including critical review of evidence	✓		✓		✓	

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Intellectual Skills						
Work across professional, organisational and system boundaries and proactively develop and sustain new partnerships and networks to influence and improve outcomes for patients and service users		✓			✓	✓
Develop practices that are appropriate to patient and service need through understanding the implications of demographic, social, political and professional trends and developments;			✓		✓	✓
Critically appraise and synthesise the outcomes of relevant research, evaluations and audits and apply the information when seeking to improve practice;	✓	✓	✓		✓	
Design and conduct a research project from conception to implementation addressing a relevant area of professional practice	✓		✓		✓	
Critically evaluate the competencies and components required for safe, efficient and ethical health and social care practice;						✓
Use personal reflection to analyse self and own actions, through a critical thinking, problem solving, enquiry based approach and be able to influence and implement change		✓				
Synthesise information from a variety of perspectives in order to contextualize practice			✓		✓	✓
Critically evaluate current approaches in practice to meet the changing needs of users		✓				✓

	UZRGGQ-20-M Health and Social Care Research and Research Methodologies	UZTSVV-20-M /UZTSVU-20-3 Leadership and Innovation or Contemporary Leadership in Rehabilitation: UZYSQ8-30-M	UZWS4V-40-M/UZWS4W-60-M Dissertation	OR	Evidencing work based Learning	Optional Modules
Subject and Professional Skills						
Continually assess and monitor risk in their own and others' practice and challenge others about wider risk factors;		✓				✓
Have the confidence, knowledge and skills to challenge accepted wisdom when developing practice		✓			✓	✓
Are resilient and determined and demonstrate leadership in contexts that are unfamiliar, complex and unpredictable		✓				
Have the ability to identify, and critically evaluate and reformulate your understanding of boundaries that define the development of your practice and the underpinning knowledge required to support new ways of working within and / or beyond those boundaries.		✓				✓
A high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources of evidence	✓		✓		✓	✓
Demonstrate self -direction and originality in tackling and solving problems	✓		✓		✓	
Act autonomously in implementing tasks at a professional or equivalent level						✓

	UZWRGQ-20-M Health and Social Care Research and Research Methodologies	UZTSVV-20-M /UZTSVU-20-3 Leadership and Innovation or Contemporary Leadership in Rehabilitation: UZYSQ8-30-M	UZWS4V-40-M/UZWS4W-60-M	OR	Evidencing work based Learning	Optional Modules
Transferable skills						
Draw upon an appropriate range of multi-agency and inter-professional resources in their practice		✓				✓
Actively seek and participate in peer review of their own practice		✓			✓	✓
Develop robust governance systems by contributing to the development and implementation of and promoting the use of evidence-based protocols, documentation processes, standards, policies and guidelines.		✓			✓	✓
Advocate and contribute to the development of an organisational culture that supports continuous learning and development and evidence-based practice		✓	✓		✓	
Have high-level communication skills and contribute to the wider development of those working in their area of practice, by publicising and disseminating their work			✓		✓	
Work in collaboration with others to plan and deliver interventions to meet the learning and development needs of their own and other professions		✓				✓

Part 4: Programme Structure

The following MSc Advanced Practice programme structure diagram demonstrates the student journey from Entry through to Graduation:

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
	Optional modules	In negotiation with the programme leader, students may select a maximum of 60 credits of optional modules available within the Faculty of Health and Applied Sciences Continuing Professional Development Portfolio .	Award: Postgraduate Certificate Health and Social Care 60 credits at level 3 or above, of which not less than 40 are at level M
	Compulsory Modules	Optional Modules	Interim Awards
	Leadership and Innovation <i>UZTSVV-20-M or UZTSVU-20-3</i> Or Contemporary Leadership in Rehabilitation <i>UZYSQ8-30-M</i>	In negotiation with the programme leader, students may select a maximum of 40 credits of optional modules available within the Faculty of Health and Applied Sciences Continuing Professional Development Portfolio . Module selected must meet the programme learning outcomes for Advanced Practice.	Award: Postgraduate Diploma Advanced Practice <i>120 credits at level 3 or above, of which not less than 80 are at level M.</i>
Compulsory Modules	Optional Modules	Final Award	
Health and Social Care Research and Research Methodologies <i>UZWRGQ-20-M</i> Dissertation <i>UZWS4V-40-M or UZWS4W-60-M</i> OR Evidencing Work Based Learning <i>UZWSGS-40-M</i> <i>UZWSGU-60-M</i> <i>UZVRYC-40-M</i> <i>UZYRYD-40-M</i>	None	Award: MSc Advanced Practice 180 credits at level M or 120 credits at level M or above, of which not more than 60 are at level 3. Achievement of all compulsory modules is required.	
GRADUATION			

Part 5: Entry Requirements

The University's Standard Entry Requirements apply.

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

Additional requirements:

- Professional body registration i.e. Health and Care Professions Council, Nursing and Midwifery Council , General Pharmaceutical Council

Non-standard entry to the postgraduate programme:

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.

Applicants whose first language is not English must have a minimum IELTS score of 7.0 overall.

Part 6: Reference Points and Benchmarks

The design of the MSc Advanced Practice has been developed with reference to a number of key guidelines, policies and strategies. Professional body requirements (Nursing and Midwifery Council [NMC]; Health and Care Professions Council [HCPC]; General Pharmaceutical Council [GpHc], and QAA benchmarks (2001) and have also been considered.

- AAPE (2017) *Association of advanced practice educators*: <http://aape.org.uk/>
- Department of Health (2016) *NHS Outcomes Framework 2016/17*. London: Department of Health.
- Department of Health (2014) *The national education and competency framework for Advanced clinical care practitioners*, Department of Health: Skills for Health.
- Department of Health (2014) *Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values- A mandate: April 2014 to March 2015*, London: The Stationery Office
- Department of Health (2011) *Healthy Lives, Healthy People: Our strategy for public health in England*. London: The Stationery Office
- Department of Health (2010) *Advanced level Nursing: a position statement*.
- <https://www.gov.uk/government/publications/advanced-level-nursing-a-position-statement>

Part 6: Reference Points and Benchmarks

- Health Education England (2016) *Investing in people for health and healthcare. Work Force Plan 2016/17* available from <https://www.hee.nhs.uk/sites/default/files/documents/Workforce%20Plan%20for%20England%202016-17.pdf>
- HCPC (2016) Standards of conduct performance and ethics <http://www.hcpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>
- General Pharmaceutical Council (2017) Standards for Pharmacy Professionals, available from https://www.pharmacyregulation.org/sites/default/files/standards_for_pharmacy_professionals_may_2017_0.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/>
- NHS England (2017), *Allied Health Professions into action: Using Allied Health Professionals to transform health, care and wellbeing* available from <https://www.england.nhs.uk/wp-content/uploads/2017/01/ahp-action-transform-hlth.pdf>
- NHS England (2017) *Next steps on the Five year Forward View*, available from <https://www.england.nhs.uk/wp-content/uploads/2017/03/NEXT-STEPS-ON-THE-NHS-FIVE-YEAR-FORWARD-VIEW.pdf>
- NHS England (2014) *Five year Forward View*, available from: <http://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf>
- NHS Scotland (2010) *Advancing Nursing Practice Toolkit*, available from: <http://www.advancedpractice.scot.nhs.uk/definitions/defining-advanced-practice.aspx>
- NHS Wales (2014) *Framework for Advancing Nursing, midwifery and Allied Health Professional practice in Wales*, available from: <http://www.wales.nhs.uk/sitesplus/documents/829/NLIAH%20Advanced%20Practice%20Framework.pdf>
- NMC (2015) *The Code* <https://www.nmc.org.uk/standards/code/read-the-code-online/>
- *Report from the independent Mental Health Taskforce to the NHS in England*, available from: <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>
- Royal College of Nursing (2010) *Advanced Nurse Practitioners. An RCN guide to advanced nursing practice, advanced nurse practitioners and programme accreditation*. RCN. London
- RCN (2012) *RCN Competencies. Advanced nurse practitioners*, available from: http://www.rcn.org.uk/_data/assets/pdf_file/0003/146478/003207.pdf
- Society and College of Radiographers Education and Career Framework for the Radiography Workforce (2013)
- Skills for Health (2014) *Careers Framework*, available from: <http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworks-services/>
- *The Advanced Practice Framework for West Midlands* (2016), available from: <https://www.hee.nhs.uk/sites/default/files/documents/ACP%20Framework%20for%20the>

Part 6: Reference Points and Benchmarks%20WM.PDF[QAA UK Quality Code for HE](#)

- QAA (2008) Benchmark mapping for Higher Education: The Framework for Higher Education Qualifications in England, Wales and Northern Ireland.
- QAA (2014) UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards PART A The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
- QAA (2015) Characteristics Statement. Master's Degree

[Strategy 2020](#)

UWE Strategy 2020 has four key priorities - outstanding student learning, ready and able graduates, research with impact and strategic partnerships, connections and networks. Programme learning, teaching and assessment strategies relate to all four of these key priorities. A number of modules are run in partnership with clinical or business partners in the NHS and some lecturing staff have joint appointments and strong links with practice. Secondly, the programmes offer a great degree of flexibility and learners have the freedom to apply their own practice experiences to develop their service as part of the assessment strategies for the compulsory modules. Learners are asked to consider the impact of their learning on the service they provide, identifying service improvements and to investigate and apply research with impact to their practice.

[University policies](#)

The programme aligns to UWE's strategic ambition through ensuring that students experience outstanding learning and teaching. Advanced Practice graduates will be ready and able to make a positive contribution to society through their scope of practice.

University of the West of England (online) Vision and Mission. Available <http://www1.uwe.ac.uk/aboutus/visionandmission>

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First CAP Approval Date	January 2002			
Revision CAP Approval Date	21 March 2017 20 July 2017 28 June 2019	Version	6	Link to RIA 11908 Link to MIA 10707 Link to RIA
Next Periodic Curriculum Review due date	2021			

Date of last Periodic Curriculum Review	2016
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