



## **Programme Specification**

**Advanced Practice [Sep][PT][Glenside][3yrs]**

Version: 2019-20, v1.0, 05 Apr 2022

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Advanced Practice [Sep][PT][Glenside][3yrs]

**Highest award:** MSc Advanced Practice

**Interim award:** PGCert Health and Social Care

**Interim award:** PGDip Advanced Practice

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Not applicable

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**Department responsible for the programme:** HAS Dept of Nursing & Midwifery,  
Faculty of Health & Applied Sciences

**Contributing departments:** Not applicable

**Professional, statutory or regulatory bodies:**

General Pharmaceutical Council (GPhC)

Health and Care Professions Council (HCPC)

Nursing and Midwifery Council (NMC)

**Apprenticeship:** Not applicable

**Mode of delivery:** Part-time

**Entry requirements:** For the current entry requirements see the UWE public website

**For implementation from:** 01 September 2019

**Programme code:** B99J12-SEP-PT-GL-B99J12

## **Section 2: Programme Overview, Aims and Learning Outcomes**

### **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** 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. 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.

**Educational Aims:** The aims of the programme are to:

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.

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.

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.

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.

Support learners to critically evaluate current research and advanced scholarship in

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

Support learners to work in partnership with service users, carers and their families to develop person and family centred holistic care.

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.

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.

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.

Develop knowledge of the four pillars of advanced practice.

Critically appraise and synthesize relevant research, evaluations and audits, applying them to one's own area of practice, ensuring measurable quality improvements.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Knowledge and Understanding**

- A1. Explore the impact and influence of policy and practice on their field of practice
- A2. Demonstrate an in depth knowledge and understanding of their discipline

- A3. Demonstrate a systematic understanding of knowledge, and a critical awareness of current issues and developments in their professional discipline
- A4. The capacity to synthesise practice and theory, to underpin demonstrably higher levels of discretion and judgement in decision making within Advanced Practice
- A5. An ability to apply knowledge and skills to their individual area of practice to lead and develop services
- A6. A critical and systematic understanding of the research process from project development through to implementation including critical review of evidence

### **Intellectual Skills**

- B1. 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
- B2. Develop practices that are appropriate to patient and service need through understanding the implications of demographic, social, political and professional trends and developments
- B3. Critically appraise and synthesise the outcomes of relevant research, evaluations and audits and apply the information when seeking to improve practice
- B4. Design and conduct a research project from conception to implementation addressing a relevant area of professional practice
- B5. Critically evaluate the competencies and components required for safe, efficient and ethical health and social care practice
- B6. 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
- B7. Synthesise information from a variety of perspectives in order to contextualize practice
- B8. Critically evaluate current approaches in practice to meet the changing needs of users

### **Subject/Professional Practice Skills**

- C1. Continually assess and monitor risk in their own and others' practice and challenge others about wider risk factors
- C2. Have the confidence, knowledge and skills to challenge accepted wisdom when developing practice
- C3. Are resilient and determined and demonstrate leadership in contexts that are unfamiliar, complex and unpredictable
- C4. 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
- C5. A high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources of evidence
- C6. Demonstrate self -direction and originality in tackling and solving problems
- C7. Act autonomously in implementing tasks at a professional or equivalent level

### **Transferable Skills and other attributes**

- D1. Draw upon an appropriate range of multi-agency and inter-professional resources in their practice
- D2. Actively seek and participate in peer review of their own practice
- D3. 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
- D4. Advocate and contribute to the development of an organisational culture that supports continuous learning and development and evidence-based practice
- D5. 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
- D6. Work in collaboration with others to plan and deliver interventions to meet the learning and development needs of their own and other professions

**Part B: Programme Structure****Year 1**

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: None at this stage

**Year 1 Optional Modules**

In negotiation with the programme leader, the student may select a maximum of 60 credits of Optional Modules available within the Faculty of Health and Applied Sciences Continuing Professional Development Portfolio. See UWE website for further details.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
HASCPD	HAS Optional Continuing Professional Development Module Portfolio 2019-20	0

**Year 2**

Award: Postgraduate Diploma Advanced Practice

120 credits at level 3 or above, of which not less than 80 are at level M.

**Year 2 Compulsory Module Choice**

The student must select one module from the Compulsory Choice Modules at Year 2.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZYSQ8-30-M	Contemporary Leadership in Rehabilitation 2020-21	30
UZTSVU-20-3	Leadership and Innovation 2020-21	20
UZTSVV-20-M	Leadership and Innovation 2020-21	20

**Year 2 Optional Modules**

In negotiation with the programme leader, the student may select a maximum of 40 credits of Optional Modules available within the Faculty of Health and Applied Sciences Continuing Professional Development Portfolio. See UWE website for further details. Modules selected must meet the programme learning outcomes for Advanced Practice.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
HASCPD	HAS Optional Continuing Professional Development Module Portfolio 2020-21	0

### **Year 3**

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.

Compulsory Modules: The student must take a maximum of 80 credits from the Compulsory Choice Modules Groups One and Two at Year 3.

Optional Modules: None at this stage

#### **Year 3 Compulsory Module Choice Group One**

The student must select one module from the Compulsory Choice Modules Group One list at Year 3.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZWYGP-20-M	Health and Social Care Research: Methods and Methodologies (Distance-Learning) 2021-22	20
UZWRGQ-20-M	Health and Social Care Research: Methods and Methodology 2021-22	20

#### **Year 3 Compulsory Module Choice Group Two**

The student must select one module from the Compulsory Choice Modules Group Two list at Year 3.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZWS4W-60-M	Dissertation 2021-22	60
UZWS4V-40-M	Dissertation 2021-22	40
UZYRYD-40-M	Evidencing Work Based Learning 2021-22	40
UZVRYC-40-M	Evidencing Work Based Learning 2021-22	40



UZWSGU-60-M	Evidencing Work Based Learning 2021-22	60
UZWSGS-40-M	Evidencing Work Based Learning 2021-22	40

### **Part C: Higher Education Achievement Record (HEAR) Synopsis**

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.

### **Part D: External 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>

Health Education England (2016) Investing in people for health and healthcare. Work Force Plan 2016/17

HCPC (2016) Standards of conduct performance and ethics

<http://www.hcpcuk.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](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)

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-NHSFIVE-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

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-TaskforceFYFV-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

Skills for Health (2014) Careers Framework, available from:

<http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworksservices/>

The Advanced Practice Framework for West Midlands (2016)

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>

## **Part E: Regulations**

Approved to University Regulations and Procedures.