



## **Programme Specification**

### **Advanced Practice [Glenside]**

Version: 2024-25, v2.0, 17 Mar 2025

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## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** Advanced Practice [Glenside]

**Highest award:** MSc Advanced Practice

**Default award:** MSc Clinical Practice

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

**Interim award:** PGDip Advanced Practice

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Health and Social Wellbeing, College of Health, Science & Society

**Professional, statutory or regulatory bodies:**

Health Education England

**Modes of delivery:** Part-time

**Entry requirements:**

**For implementation from:** 01 September 2022

**Programme code:** B99Y12

## **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, with the support of their employer. The programme is modular in approach and has been designed by academics, employers and advanced practitioners. The programme is underpinned by the HEE (2017) multi-professional framework for advanced clinical practice. 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.

**Features of the programme:** The MSc Advanced Practice supports registered healthcare professionals to develop their autonomous practice, clinical examination skills, diagnostic skills and decision making and clinical judgement skills to Masters level, while also encouraging them to focus on and apply the knowledge and skills gained to their specialist area. The programme meets the outcomes of the HEE (2017) Multiprofessional Advanced Practice framework and supports the development of an autonomous practitioner working across all four pillars of advanced practice in order to meet the needs of the workforce transformation agenda.

The programme has been developed with employers, advanced practitioners and academics (educators and researchers) and patient partners, as well as HEE South West Faculty for Advancing Practice.

You will need a named educational supervisor in practice in order to support you and undertake work placed assessment during the programme.

You will also complete a portfolio of practice which will evidence your competence against all of the Multiprofessional Advanced Practice Outcomes. Any student that does not complete the portfolio of evidence to a satisfactory standard would not be eligible for the Health Education England (HEE) accredited MSc Advanced Practice award. The student would instead would be eligible for the MSc Clinical Practice

award.

This programme has been designed in order to prepare practitioners to work at the level of advanced practice as outlined by HEE:

"Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a level of practice characterised by a high degree of autonomy and complex decision making. This is underpinned by a masters level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education and research, with demonstration of core capabilities and area specific clinical competencies.

Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance peoples experience and improve outcomes".

There are core modules which the practitioner needs to complete and there will be a choice of leadership, clinical examination, pathophysiology and research modules which meet the core capabilities of an advanced clinical practitioner. The final element of the programme involves either an Evidenced based learning project or a dissertation. The rest of the modules (60 credits) are choice modules which include Independent prescribing.

Because the programme is structured this way you and your employer can be assured you are meeting the minimum requirements of Health Education England and the Centre for Advancing Practice as well as being able to take speciality modules in order to increase your depth and knowledge of your speciality area.

**Educational Aims:** The aims of the programme are to develop advanced practitioners who can:

Critically evaluate their own practice and participate in multi-disciplinary service and team evaluation, demonstrating the impact of advanced clinical practice on service

function and effectiveness, and quality.

Critically apply advanced clinical expertise in appropriate facilitatory ways to provide consultancy across professional and service boundaries, influencing to enhance quality, and promote the sharing and adoption of best practice

Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced practice

Critically engage in research activity adhering to good research practice guidance, so that evidence based strategies are developed and applied to enhance quality, safety, productivity and value for money

Critically appraise and synthesise the outcomes of relevant research, evaluation and audit, using the results to underpin own practice and to inform that of others.

Practise in compliance with their respective code of professional conduct and within their scope of practice, being responsible and accountable for their decisions, actions and omissions at this advanced level of Practice

Demonstrate a critical understanding of their broadened level of responsibility and autonomy and the limits of their own competence and professional scope of practice, including when working with complexity, risk, uncertainty and incomplete information

Act on their professional judgement about when to seek help, demonstrating critical reflection on their own practice, self awareness, emotional intelligence, and openness to change.

Use expertise and decision making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations, synthesising information from multiple sources to make appropriate, evidenced based judgements and/ or diagnoses

Exercise professional judgement to manage risk appropriately, especially where there may be complex and unpredictable events and supporting teams to do likewise to ensure safety of individuals, families and carers.

Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broadening sphere of influence.

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

### **Programme Learning Outcomes:**

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

#### **Knowledge and Understanding**

- A1. Demonstrate the knowledge and understanding to practise in compliance with your respective code of professional conduct and within your scope of practice; being responsible and accountable for your decisions, actions and omissions at this level of practice
- A2. Demonstrate an in depth knowledge and understanding of pathophysiology, anatomy and physiology, clinical examination skills, history taking, interpretation of investigations and how to make a safe, appropriate and accurate diagnosis and management plan for a patient in your given speciality.
- A3. Demonstrate the knowledge and understanding required in order to show leadership, resilience and determination in managing situations that are unfamiliar, complex or unpredictable and seek to build confidence in other.
- A4. Demonstrate the knowledge and understanding to continually develop practice in response to changing population health needs and horizon scanning for future developments

- A5. To demonstrate the ability to reflect and develop from challenge, and the ability to constructively challenge others, escalating concerns where appropriate to safeguard safety and wellbeing.
- A6. Engage in self directed learning, critically reflecting to maximise clinical skills and knowledge as well as own potential to lead and develop care and services.
- A7. Engage with, appraise and respond to individuals motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in share decision making to maximise their health and well being
- A8. Advocate for and contribute to a culture of organisational learning and identify further developmental needs for individuals and wider teams, and support them to achieve this in order to build capacity and capability through work based and interprofessional learning and the application of learning to practice
- A9. Develop and implement robust governance systems and documentation processes.

### **Intellectual Skills**

- B1. Evaluate personal practice and participate in multi disciplinary service and team evaluation, demonstrating the impact of advanced clinical practice on service function, effectiveness and quality.
- B2. Actively engage in peer review to inform own and others practice, formulating and implementing strategies to act on learning and make improvements.
- B3. Critically apply advanced clinical expertise in appropriate facilitatory ways to provide consultancy across professional and service boundaries, influencing clinical practice to enhance quality, and promote sharing and adoption of best practice
- B4. Critically engage in research activity, adhering to good research practice guidance, so that evidenced based strategies are developed and applied to enhance quality, safety and productivity.
- B5. Critically appraise and synthesise the outcome of relevant research, evaluation and audit, using the results to underpin practice
- B6. Take a critical approach to identify gaps in the evidence base and its application to practice.

- B7. Actively identify potential need for further research to strengthen evidence for best practice, acting as an educator, leader, innovator and contributor to research activity
- B8. Demonstrate the ability to interpret, critically analyse and synthesise a range of information and data accurately and apply to clinical practice.

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

- C1. Demonstrate a critical understanding of your broadened level of responsibility and autonomy and the limits of own competence and professional scope of practice, including when working with complexity, risk uncertainty and incomplete information
- C2. Work in partnership with individuals, families and carers using a range of assessment methods as appropriate, eg clinical assessment, requesting and interpreting diagnostic tests and conducting health needs assessments.
- C3. Demonstrate effective communication skills, support people in making decisions, planning care or seeking to make positive changes using a patient centred approach to care
- C4. Use expertise and decision making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations, synthesising information from multiple sources to meet appropriate evidence based judgements/diagnoses.
- C5. initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, life style advice and care
- C6. Evidence the underpinning subject specific competencies and demonstrate application of these capabilities to these, in an approach that is appropriate to the individual role setting and scope.
- C7. Role model the values of your organisation, demonstrating a person centred approach to service delivery and development
- C8. Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures with a focus on managing risk and upholding safety.

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

- D1. Act on professional judgement when to seek help, demonstrating critical reflection on own practice, self awareness, emotional intelligence and openness to change.



- D2. Exercise professional judgement to manage risk appropriately especially where there may be complex and unpredictable events and supporting teams to ensure the safety of individuals, families and carers.
- D3. Work collaboratively with an appropriate range of multiagency and inter professional resources developing, maintaining and evaluating links to manage risk and issues across organisations.
- D4. Act as a clinical role model/advocate for developing and delivering care that is responsive to changing requirements informed by an understanding of local population health needs.
- D5. Pro-actively initiate and develop effective relationships, fostering clarity of roles within teams, to encourage productive working
- D6. Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broaden sphere of influence.
- D7. Actively seek feedback and involvement from individuals, families, carers, communities and colleagues in the co-production of service improvements
- D9. Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning
- D10. Act as a role model, supervisors, coach and mentor seeking to instil and develop the confidence of others
- D11. Disseminate best practice research findings and quality improvement projects through appropriate media
- D12. Facilitate collaborate links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers

**Assessment strategy:** The assessment strategy has been designed to test the programme learning outcomes.

A variety of assessment strategies are employed throughout the programme, such as project reports, Quality Improvement proposals and implementation, critical reflection on change management, poster presentations, exams, Portfolio of practice which demonstrates achievement of the HEE Multiprofessional Advanced Practice Framework Outcomes, Clinical OSCEs. The Assessment strategy incorporates and meets the accreditation requirements of the Centre for Advancing Practice of the programme (portfolio and OSCE).

The choice modules will be approved by the programme leader to ensure that the learning outcomes map to the HEE Multiprofessional Advanced Practice framework outcomes as do all the core modules and assessment strategies.

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

The student must take 60 credits of the modules in 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

**Year 1 Compulsory Modules Group 1**

Students must take one Leadership module from Compulsory Modules Group 1

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZYSQ8-30-M	Contemporary Leadership in Rehabilitation 2024-25	30
UZTSVU-20-3	Leadership and Innovation 2024-25	20
UZTSVV-20-M	Leadership and Innovation 2024-25	20
UMODT7-20-M	Leadership, Complexity and Change in Healthcare: Theory, practice and development 2024-25	20

**Year 1 Compulsory Modules Group 2**

The student must take 40 credits from the modules in Compulsory Modules Group 2.

The student must take either:

(UZUR15-20-M Or UZWRWU-20-M Or UZUSWD-20-M) AND UZWRWX-20-M

OR

Advancing Practice in Clinical Assessment (UZWK9M-40-M).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZWK9M-40-M	Advancing Practice in Clinical Examination and Diagnostic Reasoning for Urgent, Emergency and Primary Care Practitioners 2024-25	40
UZUR15-20-M	Examination of the Newborn 2024-25	20
UZWRWX-20-M	Pathophysiology and Diagnostic Reasoning in Clinical Practice 2024-25	20
UZWRWU-20-M	Physical Assessment and Clinical Reasoning 2024-25	20
UZUSWD-20-M	Physical Assessment and Clinical Reasoning of the Presenting Child 2024-25	20

**Year 2**

The student must take 60 credits from the modules in 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 Modules Group 1**

The student must select 20 credits from Compulsory Modules Group 1.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZWYRD-20-M	Health and Social Care Research: Methods and Methodology 2025-26	20

UZWY8H-20-M	Health and Social Care Research for Advanced Clinical Practitioner (Distance Learning) 2025-26	20
UZWYGP-20-M	Health and Social Care Research: Methods and Methodologies (Distance-Learning) 2025-26	20

### Year 2 Compulsory Modules Group 2

The student must select 40 credits from Compulsory Modules Group 2.

The student must select;

Independent Prescribing

OR

40 credits from the HAS CPD module portfolio.

The HAS CPD choice modules must be selected in negotiation with the programme leader from the range of 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.

Module Code	Module Title	Credit
HASCPD	CHSS Optional Continuing Professional Development Module Portfolio 2025-26	0
UZTRTU-40-M	Independent and / Or Supplementary Prescribing 2025-26	40

### Year 2 Optional Modules

The student may choose to take Supporting Students in Practice (non-credit bearing) module.

Module Code	Module Title	Credit
UZYKFP-0-3	Supporting Students in Practice (non-credit bearing) 2025-26	0

**Year 3**

The student must take 60 credits from the modules in 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.

Any student that does not complete the portfolio of evidence to a satisfactory standard would not be eligible for the Health Education England (HEE) accredited MSc Advanced Practice award. The student would instead would be eligible for the MSc Clinical Practice award.

**Year 3 Compulsory Module Group 1**

The student must select either a Dissertation or an Evidencing Work-based Learning Module.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZWS4W-60-M	Dissertation 2026-27	60
UZWS4V-40-M	Dissertation 2026-27	40
UZYRYD-40-M	Evidencing Work Based Learning 2026-27	40
UZVRYC-40-M	Evidencing Work Based Learning 2026-27	40
UZWSGU-60-M	Evidencing Work Based Learning 2026-27	60
UZWSGS-40-M	Evidencing Work Based Learning 2026-27	40
UZTY8G-40-M	Evidencing Work Based Learning for Advanced Clinical Practitioner 2026-27	40

**Year 3 Year 3 Optional Modules**

The student can select up to 20 credits from the HAS CPD module portfolio to achieve the credit requirements for Year 3.

The HAS CPD choice modules must be selected in negotiation with the programme leader from the range of 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.

Module Code	Module Title	Credit
HASCPD	CHSS Optional Continuing Professional Development Module Portfolio 2026-27	0

### 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.

Academy of Medical Royal Colleges & New Care Models Programme Workforce Joint statement [http://www.aomrc.org.uk/wp-content/uploads/2017/01/2017-01-26\\_NCM\\_Academy\\_Joint\\_Statement\\_Action\\_Plan.pdf](http://www.aomrc.org.uk/wp-content/uploads/2017/01/2017-01-26_NCM_Academy_Joint_Statement_Action_Plan.pdf)

Health Education England (2017) Framework to promote person-centred approaches in health and care: <https://hee.nhs.uk/news-blogs-events/hee-news/new-frameworkpromote-person-centred-approaches-healthcare>

<https://www.ficm.ac.uk/careersworkforceaccps/accp-training>

<https://www.hee.nhs.uk/our-work/workforce-transformation>

<https://advanced-practice.hee.nhs.uk/>

<https://www.csp.org.uk/professional-clinical/cpd-education/professional->

development/professional-frameworks

<https://www.england.nhs.uk/>

<https://www.nmc.org.uk/>

<https://www.qaa.ac.uk/quality-code/qualifications-frameworks>

<https://rcem.ac.uk/emergency-care-advanced-clinical-practitioners/>

<https://www.rcn.org.uk/>

<https://tools.skillsforhealth.org.uk/>

Chapman, A. 2012. Conscious competence learning model: four stages of learning theory—unconscious incompetence to unconscious competence matrix—and other theories and models for learning and change. Businessballs, Leicester, UK. [online] URL: <http://www.businessballs.com/consciouscompetencelearningmodel.htm>

Health Education England (2017) Multiprofessional Framework for Advanced Practice.

Manley, K. (2002) Refining the nurse consultant framework: commentary on critique of nurse consultant framework, *Nursing in Critical Care*, 7 (2), pp.84-87

NHS England (2016) Leading Change, Adding Value: A framework for nursing, midwifery and care staff. <https://www.england.nhs.uk/wp-content/uploads/2016/05/nursingframework.pdf>

NHS England (2017) Allied Health Professionals into Action: Using Allied Health Professionals to transform health, care and wellbeing. <https://www.england.nhs.uk/wp-content/uploads/2017/01/ahp-action-transform-hlth.pdf>.

NHS England (2017) Next Steps on the NHS Five Year Forward View.

<https://www.england.nhs.uk/wp-content/uploads/2017/03/NEXT-STEPS-ON-THE-NHS-FIVE-YEARFORWARD-VIEW.pdf>

NHS England (2017) Next Steps on the NHS Five Year Forward View.

<https://www.england.nhs.uk/wp-content/uploads/2017/03/NEXT-STEPS-ON-THE-NHS-FIVE-YEARFORWARD-VIEW.pdf>

Jane O’Connell, Glenn Gardner & Fiona Coyer (2014) Beyond competencies: using a capability framework in developing practice standards for advanced practice nursing, *Journal of Advanced Nursing* 70(12), 2728–2735. Royal Pharmaceutical Society Faculty (2013) The Royal Pharmaceutical Society Advanced Pharmacy Framework. RPS Faculty: London. <https://www.rpharms.com/resources/frameworks/advanced-pharmacy-framework-apf>

The Mid Staffordshire NHS Foundation Trust (Feb 2013) Public Inquiry: Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report)  
<https://www.gov.uk/government/publications/report-of-the-mid-staffordshirenhs-foundation-trust-public-inquiry>

Fraser S. & Greenhalgh T. (2001) Coping with complexity: educating for capability. *British Medical Journal* 323, 799–803.

Academy of Royal Medical Colleges (2017) Joint Professions’ Statement:

<http://www.aomrc.org.uk/wp-content/uploads/2017/10/JOINT-PROFESSIONSSTATEMENT-111018.pdf>

## **Part E: Regulations**

Approved to University Regulations and Procedures.