



## **Programme Specification**

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

Version: 2026-27, v2.0, Validated

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

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

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

**Highest award:** PGDip Advanced Practice

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

**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:** Not applicable

**Modes of delivery:** Full-time

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

**For implementation from:** 01 September 2018

**Programme code:** B99T42

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

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

**Overview:** The Postgraduate Diploma 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. At Postgraduate Diploma level, students are expected to fulfil the four pillars of advanced practice, which differentiates this award from the Post Graduate Certificate level. To progress to full Masters level, students will be expected to meet additional programme outcomes that will expand and synthesise their knowledge of research and scholarship, through a research methods module and a dissertation.

**Features of the programme:** There is one compulsory module to this award, UZTSVV-20-M Leadership and Innovation. 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. 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.

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, registered midwives and paramedics.

**Educational Aims:** The Postgraduate Diploma in Advanced Practice aims to focus individuals on the service needs and clinical aspects of an advanced practice role:

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 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 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.

**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

**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. Critically evaluate the competencies and components required for safe, efficient and ethical health and social care practice
- B5. 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
- B6. Synthesise information from a variety of perspectives in order to contextualize practice

- B7. 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. Work in collaboration with others to plan and deliver interventions to meet the learning and development needs of their own and other professions

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

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

Interim award: Postgraduate Certificate Health and Social Care

Credits: 60 credits at Level 6 or above, of which not less than 40 are at Level M.

Target award: Postgraduate Diploma Advanced Practice

Credits: 120 credits at Level 6 or above, of which not less than 80 are at Level M.

The student journey through the programme is flexible. There is one compulsory module on this award (UZTRVP-20-M).

In negotiation with the programme leader, students select 100 credits of optional modules available within the School of Health and Social Wellbeing Continuing Professional Development Portfolio.

The Optional Modules selected must meet the programme learning outcomes for the PG Diploma in Advanced Practice award.

**Year 1 Compulsory Modules**

The student must take 20 credits from the modules in Compulsory modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZTRVP-20-M	Leadership and Innovation 2026-27	20

**Year 1 Optional Modules**

The student must take 100 credits from the the School of Health and Social Wellbeing Continuing Professional Development Portfolio. See UWE website for further details.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
SHSWCPD	SHSW 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) 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>

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) .

HCPC (2016) Standards of conduct performance and ethics <http://www.hcpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>

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>

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-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

Skills for Health (2014) Careers Framework, available from: <http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworkservices/>

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.