# Programme Specification

**Programme title:** MSc Advancing Transdisciplinary practice

<table>
<thead>
<tr>
<th>Academic Year:</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Awarding Body:</td>
<td>University of Bradford</td>
</tr>
<tr>
<td>Partner(s), delivery organisation or support provider (if appropriate):</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Final and interim award(s): | [Framework for Higher Education Qualifications (FHEQ) level 7]  
MSc Advancing Transdisciplinary Practice  
Postgraduate Diploma Advancing Transdisciplinary Practice  
Postgraduate Certificate Advancing Transdisciplinary Practice |
| Programme accredited by (if appropriate): | N/A |
| Programme duration:  | Up to 5 years part time |
| QAA Subject benchmark statement(s): |          |
| Date of Senate Approval: | October 2014 |
| Date last confirmed and/or minor modification approved by Faculty Board |          |
Introduction

The MSc/Post Graduate Diploma and Post Graduate Certificate in Advancing Transdisciplinary Practice have been designed to specifically meet the needs of the rapidly changing health and social care landscape shaped by key policies including Liberating the NHS (DH 2010) and The Health and Social Care Act (2012). Changes in professional roles, role substitution and transdisciplinary practice are currently taking place across health and social care sectors as the focus on the location of care and who can provide particular aspects of care is becoming more central (Ham et al 2012).

Transdisciplinary practice is the result of the evolution of multidisciplinary and interdisciplinary team approaches and requires higher level thinking underpinned by an awareness of the philosophical and theoretical knowledge related to the different professions. It acknowledges the complexity of the political, philosophical, ethical and practical considerations required of practitioners to undertake transdisciplinary roles and manage change in a constantly evolving service environment. This approach involves moving beyond the sphere of traditional practice to create positive health outcomes through effective collaboration and requires the transfer of skills and knowledge across discipline boundaries and role release. The driving force for change is being underpinned by the need for a more flexible yet focused workforce to improve patient experience and to deliver efficient, innovative and effective quality care (DH 2008, NHS HEYH, 2013).

The Faculty of Health Studies is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across both the Yorkshire and Humber Region and the UK. The Faculty’s focus on excellence through knowledge, practice, research, leadership and management aims to support the future sustainability of students through lifelong learning and improved employability. Thereby influencing the future adaptability of the individual, organisations and service delivery to promote and respond to change across the health and social care sectors.

The MSc Advancing Transdisciplinary Practice is aimed at all registered health and social care practitioners who are currently working across traditional professional boundaries using transdisciplinary skills, competence and knowledge. With this central focus the programme has been designed to incorporate transdisciplinary skills based competency frameworks designed by NHS, third sector or independent organisations, including those of the Calderdale Framework © portfolio to ensure the programme is grounded in practice.

As a student you will be able to import completed and verified competency frameworks into the programme to contribute to the completion of the learning outcomes for the Clinical Competence in Advanced Practice module through the University Recognition of Prior Learning process (UB 2013). In order to meet the programme aims the clinical competencies to be completed or imported must be outside of your profession’s traditional scope of practice in order reflect the transdisciplinary focus of this programme. This approach enables you to develop a breadth and depth of theoretical, ethical, policy and change management approaches to underpin and complement your transdisciplinary practice and team working. Through reflection and group discussion the programme will enable you to critically evaluate service changes and delivery and develop your own communication and ability to use your skills and influence change. The programme has been designed to meet the standards of UK Quality Code for Higher Education (QAA, 2012) which regulates the standards of this programme and the Framework for Higher Education Qualifications (FHEQ) (QAA 2008) which outlines the level and
description of learning outcomes that you must achieve to be successful. The MSc Advancing Transdisciplinary Practice and the Post Graduate Diploma and Post Graduate Certificate nested within it are at FHEQ level 7.

Faculty of Health Studies Specialist Skills and Post Registration Development (SSPRD) Framework for Flexible Learning

The MSc Advancing Transdisciplinary Practice is part of the multidisciplinary Specialist Skills and Post Registration Development Framework for Flexible Learning (to be referred to from this point as the SSPRD Framework) within the Faculty of Health Studies. The SSPRD Framework enables you to create a programme of study that will meet either your needs and/or your employers’ needs for a changing, flexible and diverse workforce within a modern organisation.

The SSPRD framework offers a structure within which the majority of the named award pathways are provided across the Faculty of Health Studies along with a large number of modules being available to all students. The modules are presented in themed areas representing employment, practice or work based disciplines. Whilst some students can build their own awards by choosing their own menu of module options the majority of named award pathways, including the MSc Advancing Transdisciplinary Practice, offer students the option of studying one module from across the Faculty portfolio. This creates an award with a combination of clearly defined core transdisciplinary and competency modules and optional inter-professional or research focused modules.

Your course of study and the collection of modules you chose to study will contextualise your learning by addressing the Aims and Learning Outcomes for the programme which are outlined in the next section of this document. This is particularly so if you choose one of the modules from the Faculty of Health Studies SSPRD Framework. Modules such as the research or work based learning modules enable you to shape your own focus of study within the modules aims and learning outcomes by learning the principles being taught and applying them to your own transdisciplinary / employment area.

The flexibility offered by the Faculty of Health Studies SSPRD framework will enable you to take forward your current experience whatever the area of your work in collaboration with the University of Bradford. You will be able to obtain credits for short episodes of study, transfer credits from prior certificated or experiential learning, undertake a single module or combine studying a choice of modules over time. A Personal Academic Tutor (PAT) will discuss with you and support your choices; they will help devise your study plan in order to ensure you are able to meet the requirements of this programme.

Programme Aims

The MSc Advancing Transdisciplinary Practice and the Faculty of Health Studies SSPRD Framework share similar programme aims. There are several aims for the programme and these are contextualised within the aims of the modules and the route of study that you choose to take. If you study a Faculty SSPRD Framework module, alongside students from a range of different professions/employment areas, it is the application of the Aims and Learning Outcomes to your own transdisciplinary practice that maintains the focus on your area of interest within
this programme. The SSPRD programme aims are applied to your field of practice to address the requirements for the MSc Advancing Transdisciplinary Practice:

The programme is intended to:

1. Provide a flexible educational framework that is vocationally relevant, which meets the professional development needs of the student, as well as the organisational needs of employers.

2. Stimulate students to become autonomous self-directed learners who are motivated to sustain and advance their own continuous professional learning with a confidence to support the professional development of colleagues and the work of their organisations.

3. Develop the skills, knowledge, critical understanding and awareness of the depth and breadth of knowledge applicable to their own fields of practice.

4. Further develop the student’s cognitive and practical skills to undertake data synthesis, complex problem solving, the articulation of competing perspectives and competence in their field of practice.

5. Provide opportunities for inter-professional teaching and learning to share the knowledge, skills and experience common to a range of different health and social care disciplines.

6. Develop critically reflective, competent practitioners, managers and leaders who will inform and shape or change inclusive, fair and ethically sensitive service provision.

7. Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC and HCPC or is kite marked by the CMI.

8. Develop the skills required for life-long learning and professional development.

9. Develop critical perspectives on research and knowledge development in transdisciplinary practice and management.

10. Develop an understanding of the theoretical constructs underpinning research or project management which will inform the undertaking of a competency based clinical project, an ethical piece of research or a management project and the ability to demonstration how the findings can influence practice and policy.

The Postgraduate Certificate is intended to achieve aims 1-8, the Postgraduate Diploma aims to achieve aims 1-9 and the Masters Degree aims to achieve aims 1-10.

Programme Learning Outcomes

The MSc Advancing Transdisciplinary Practice programme learning outcomes are compatible with the Framework for Higher Education Qualifications (QAA, 2008).

The programme contains nested pathways (Postgraduate Certificate, Diploma and MSc) as well as the flexibility to design your own pathway through the choice of optional modules. The Learning Outcomes outlined below are contextualised within the learning outcomes of the modules that you study for your programme. This will enable you to develop advanced skills, knowledge and understanding of working across professional boundaries in a transdisciplinary way. You will be able to
critically analyse and synthesise theory, research & best practice in relation to transdisciplinary practice and apply health and social care policy, principles of change management and professional ethics within your working environment. When you have successfully completed your course of study within the programme you will be able to:

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

LO1 Develop a detailed knowledge and understanding of the literature that relates to your specialist field of practice.

LO2 Critically analyse research and synthesise the research evidence that informs the development of policy and service delivery in your specialist field of practice or area of employment.

LO3 Evaluate and critically apply theoretical concepts and where appropriate, for your field of practice and master practical skills for the management of complex issues within your field of practice.

LO4 Reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice and demonstrate mastery within your specialist field or practice.

LO5 Develop and demonstrate the ability to articulate sound arguments using a variety of formats including written and oral communication.

LO6 Demonstrate management and leadership through effective communication, complex problem solving, and decision making.

LO7 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on your own continuing development needs.

LO8 Demonstrate the ability to use IT skills to gather, synthesise and appropriately apply information.

Additionally, to be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

LO9 Demonstrate a critical awareness and understanding of different theoretical constructs underpinning research and/or change and project management methodologies.

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

LO10 Design, undertake and report on either a systematic review, a piece of empirical research, competency based clinical project or management project that contributes to or extends the body of knowledge for your specialist field of practice.

**Curriculum**

The curriculum has been designed to meet the needs of students from a range of transdisciplinary and employment backgrounds and will allow learning to be applied
to a variety of practice areas. For example the module ‘Transdisciplinary Working’ creates learning from a range of professional philosophies and from shared ethical perspective which will then be applied to your own understanding as well as your individual transdisciplinary practice environment. Through completion of clinical competencies outside of the your profession’s traditional scope of practice and engaging in critical reflection as part of the Clinical Competence in Advanced Practice module you will be enabled to extend both knowledge and skills that will enhance your ability to work in a transdisciplinary manner. Most students initially choose to study modules that form the defined pathways within the MSc Advancing Transdisciplinary Practice.

The modular format of the programme and its position with the Faculty of Health Studies SSPRD Framework permits you to select and study one module, that is outwith, but complementary to, your specialist area and in so doing broaden your knowledge and understanding of other areas that impact on transdisciplinary practice. The curriculum provides a range of modules that are combined to provide an individualised award. However, it is possible in negotiation with your Programme Leader or Personal Academic Tutor (PAT) to undertake modules from across the Faculty’s SSPRD Framework to accrue credits by applying the course work from, for example, the Research or Management Project module to your field of practice/area of employment which will make the module relevant to advancing transdisciplinary practice. This would also be the same for the independent study or other inter-professional modules offered. Application of specialist knowledge applied to these modules enables you to achieve your Learning Outcomes. Students on the MSc Advancing Transdisciplinary Practice may undertake one of the Faculty’s taught 30 credit research modules at Postgraduate Diploma stage in order to study a final stage 60 credit research module at MSc level.

The final stage 60 credit modules for the Master’s award may require you to either complete a piece of Primary Research or Systematic Review which are underpinned by research learning outcomes. For example, if you wish to undertake the Systematic Review 60 credit module, it is strongly advisable to study the 30 credit module ‘Preparing for a Systematic Review’ module beforehand. However, students who choose not to study a 30 credit research module at Post Graduate Diploma level can take one of the faculty wide optional 30 credit modules and if progressing to the MSc level, undertake either the 60 credit Clinical Dissertation module which requires students to undertake a competency based clinical project or a 60 credit Management Project which is underpinned by management learning outcomes. The research/dissertation/project completed as part of this final stage module requires a focus on transdisciplinary practice.

If necessary, students can choose to move from MSc Advancing Transdisciplinary Practice to the generic pathway within the SSPRD Framework to meet changing personal or employment needs. Students choosing to move from this award to the generic pathway can select a range of modules from the SSPRD Framework. If you choose to move from your named award pathway: MSc Advancing Transdisciplinary Practice and study a number of alternative modules, you will be informed about when you have enough credit for a Post Graduate Certificate or Diploma award. The naming of the generic award will be undertaken after the collection of modules studied have been analysed.

Modules may be delivered on a block basis, or on a regular day each week; different programmes have different approaches. Some modules or programmes are available by distance learning packages, including the Managing Change module. When devising your study plan with your PAT you will be informed about when your chosen modules are being delivered. You will also be informed about dates and
times of compulsory attendance at the university and (or) practice placement. Further information is available on request.

The following tables highlight how the curriculum maps to the Advancing Transdisciplinary Practice awards:

### Postgraduate Certificate

<table>
<thead>
<tr>
<th>FHEQ Level</th>
<th>Module Title</th>
<th>Type (Core/ Option/ Elective)</th>
<th>Credits</th>
<th>Semester(s)</th>
<th>Module Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Transdisciplinary Working</td>
<td>C</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>HPPI700T</td>
</tr>
<tr>
<td>7</td>
<td>Clinical Competence in Advanced Practice</td>
<td>C</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>HPPI701T</td>
</tr>
</tbody>
</table>

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

On completion of the Post Graduate Certificate (60 credits), you will be competent in your particular transdisciplinary skills and have a critical understanding of the underpinning theoretical knowledge and evidence base informing your practice. You will be able to critically reflect on professional differences, demonstrate high level communication skills and effective collaboration. You will also have a critical awareness of the dynamics of professional and transdisciplinary ethical issues and the influences of health and social care policy on practice and service provision.

**THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH A PROFESSIONAL REGULATORY STATUTORY BODY.**

### Postgraduate Diploma

<table>
<thead>
<tr>
<th>FHEQ Level</th>
<th>Module Title</th>
<th>Type (Core/ Option/ Elective)</th>
<th>Credits</th>
<th>Semester(s)</th>
<th>Module Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Transdisciplinary Working</td>
<td>C</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>HPPI700T</td>
</tr>
<tr>
<td>7</td>
<td>Clinical Competence in Advanced Practice</td>
<td>C</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>HPPI701T</td>
</tr>
<tr>
<td>7</td>
<td>Managing Change</td>
<td>C</td>
<td>30</td>
<td>Sem 2</td>
<td>HH-4014T</td>
</tr>
<tr>
<td>7</td>
<td>Any suitable module from the SSPRD portfolio</td>
<td>O</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>H*</td>
</tr>
<tr>
<td>7</td>
<td>Preparing for Primary Research</td>
<td>O*</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>HGR-708T</td>
</tr>
<tr>
<td>7</td>
<td>Preparing for a Systematic Review</td>
<td>O*</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>HGR-704T</td>
</tr>
</tbody>
</table>

O* One of these optional modules must be taken as a pre-requisite to taking module HGR-710Z, HGR-705Z if progressing to MSc.
Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

On completion of the Post Graduate Diploma (120 credits) you will additionally have developed a critical awareness of change management and depending on your module choices, have developed a critical ability to understand research methodologies, their influences on data collection and the resulting evidence base. If you choose not to study a research module you will either further develop your skills and competencies in a particular area of practice, or you will develop new critical insight and awareness of a related area of practice.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH A PROFESSIONAL REGULATORY STATUTORY BODY.

Degree of Master

<table>
<thead>
<tr>
<th>FHEQ Level</th>
<th>Module Title</th>
<th>Type Core/option/elective</th>
<th>Credits</th>
<th>Semester (s)</th>
<th>Module Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Transdisciplinary Working</td>
<td>C</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>HPPI700T</td>
</tr>
<tr>
<td>7</td>
<td>Clinical Competence in Advanced Practice</td>
<td>C</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>HPPI701T</td>
</tr>
<tr>
<td>7</td>
<td>Managing Change</td>
<td>C</td>
<td>30</td>
<td>Sem 2</td>
<td>HH-4014T</td>
</tr>
<tr>
<td>7</td>
<td>Any suitable module from the SSPRD portfolio</td>
<td>O</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>H*</td>
</tr>
<tr>
<td>7</td>
<td>Preparing for Primary Research <em>(recommended for Final Stage Pursuing Primary Research)</em></td>
<td>O*</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>HGR-708T</td>
</tr>
<tr>
<td>7</td>
<td>Preparing for a Systematic Review <em>(Recommended for Final Stage Pursuing a Systematic Review)</em></td>
<td>O*</td>
<td>30</td>
<td>Sem 1 or Sem 2</td>
<td>HGR-704T</td>
</tr>
<tr>
<td>7</td>
<td>Pursuing Primary Research <em>(To undertake this module you are advised to take Preparing for Primary Research HGR-708T)</em></td>
<td>O**</td>
<td>60</td>
<td>Sem 1 or Sem 2</td>
<td>HGR-710Z</td>
</tr>
<tr>
<td>7</td>
<td>Pursuing a Systematic Review <em>(To undertake this module you are advised to take Preparing for a Systematic Review HGR-704T)</em></td>
<td>O**</td>
<td>60</td>
<td>Sem 1 or Sem 2</td>
<td>HGR-705Z</td>
</tr>
</tbody>
</table>
Pursuing a Clinical Dissertation

- Code: MSCCBW
- O**
- 60 credits
- Sem 1 or Sem 2
- HGR-707Z

Management Project

- Code: MSCCBW
- O**
- 60 credits
- Sem 1 or Sem 2
- HH-6792Z

O* One of these optional modules must be taken as a pre-requisite to taking module HGR-710Z, HGR-705Z if progressing to MSc.

O** one of these optional modules must be taken.

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes.

On completion of your MSc (180 credits), you will have developed the ability to undertake a research or management project and critically synthesise information and apply this using a range of transferable skills and mastery into your field of professional practice.

The curriculum may change, subject to the University's course approval, monitoring and review procedures.

**THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH A PROFESSIONAL REGULATORY STATUTORY BODY.**

**Learning and Teaching Strategy**

Whilst following this programme of study you will engage with learning through a range of teaching methods. To a degree these methods will be dependent on modules studied, however student-centred approaches to learning are a feature of the modules and you will be expected to take responsibility for your learning as you develop your academic skills. There are a number of approaches to the manner in which modules are delivered and these include block attendance, study day attendance, distance learning and blended learning. When devising your study plan you will be informed regarding which delivery methods are utilised for which module.

The supporting annexes to this document indicate how an example module is mapped to the programme learning outcomes (Annex 1); how the different modes of assessment map to each module (Annex 2); how the teaching methods for an example module are mapped (Annex 3) and how the curriculum maps to the Faculty of Health Studies statement on Education for Sustainable Development (Annex 4).

The aims of the teaching and learning strategies have been designed so that you will be given the opportunity to develop theoretical and experiential understanding related to transdisciplinary practice (Programme LO 1, 3, 7, 9), advance your knowledge and critical thinking (Programme LO 2, 8, 4, 9, 10) and to develop a range of transdisciplinary skills appropriate to your professional field your, organisation and workplace setting (Programme LO 5, 6, 9). The modules and programmes nested within the SSPRD Framework offer you the capacity to acknowledge and build upon the knowledge and skills you may have acquired through previous learning experiences including those in the work place.

Your programme of study will expose you to a range of different teaching & learning strategies to enable you to achieve the learning outcomes (See Annex 3). The teaching approaches that are used across the Faculty of Health Studies are informed by the University core values which are for teaching and learning to be: Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable with a central
focus on employability. You may experience these across your choice of modules in order to meet both the aims of the programme and your learning outcomes which may include any number of the following:

Lectures will be provided to a group of students where information will be presented and discussed whilst underpinned by the core University values.

Facilitated seminars and group discussion will enable learning through the interpretation and critical application of information from individual and shared reflection, synthesis, discussion and group learning.

Tutorial: where small groups of students reflect and discuss issues related to your learning.

Work-based learning which enables and supports learning that occurs within the work environment and is reflected upon and then reported on. Or where skills are taught in relation to theory and best practice enabling you to advance and achieve competence in the particular field of practice.

Use of e-portfolios for you to record electronically your reflective learning thereby linking this to achievement of competencies, evidence of work based learning, skill development, evidence based practice and service delivery.

Use of Web based virtual learning environments, such as Blackboard, to access information and to interact with other students undertaking group work or developing Wikis.

Distance learning packages where clearly defined directed study and tasks are available for the student to undertake.

Directed reading provides set reading that may be recommended or where there is learning directed by the course team.

Self-directed learning is where you are expected to develop your own learning by identifying areas of interest and areas in which knowledge needs to be developed.

Undertaking an applied module such as the management project, clinical dissertation or one of the research modules which are shaped by combining your learning needs and the learning outcomes at MSc level.

You will be expected to develop an autonomous learning style and become self-directed as a learner.

**Assessment Strategy**

The assessment strategy will assess your learning of the theoretical principles of transdisciplinary practice and the ability to transfer this learning to your practice.

Your learning will be assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches:

Written essays

Briefing papers

Reflective case study

The development of a reflective portfolio

Completion of a set number of competencies

Completion of an agreed number of clinical contacts
Practical examination (OSCE/OSPE/OSIVE)
Computer based Multiple Choice Question examination
Computer based open book examination
Seminar presentation
Written project report
Completion of a dissertation
Research paper or executive summary

Some of these assessment strategies may change over time and through the ongoing development of the courses. Please see Annex 2 for Assessment map.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below
http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/

However, there is an exception to these regulations as detailed below:

The Faculty of Health Studies has a waiver in situ which was requested as part of the Flexible Framework for Specialist Skills and Post Registration Development (SSPRD). The SSPRD Framework houses most programmes and modules within the Faculty of Health Studies. It enables flexibility and optionality for students who can choose optional modules to sit alongside core modules for their programmes.

The waiver: 10-11SOH100C was applied in 2011 and covers all modules with codes within the SSPRD Framework commencing:

HM* (Midwifery), HN* (Nursing), HPP* (Physiotherapy) and HRP* (Radiography).

This specific waiver requested a change from the postgraduate progression regulations 10.1.

Students studying under this waiver must achieve a minimum of 40% in each 30 credit module which make up their award, all components and elements of module assessment must also be achieved at 40%.

This waiver is to ensure safe, knowledgeable and competent practice in the students undertaking professional, practical and competency based studies. The waiver remains cognisant of PSRB requirements and in light of the Francis Inquiry (The Mid Staffordshire NHS Foundation Trust Inquiry, 2013), Berwick Report (Berwick, 2013) and Keogh Review (Keogh, 2013).

All other modules within the SSPD Framework provision, including the core research modules and management/leadership modules, across the Faculty of Health Studies require students to pass each module at 40% in line with University of Bradford standard regulations. Where a module has more than one component or element of assessment the aggregated mark to pass the module will be 40%.
Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate’s potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

- A first degree in a relevant subject area or equivalent; or a relevant postgraduate qualification in a relevant subject area.
- A registered qualification with a UK professional statutory regulatory body (PSRB) if the student is to practice in the UK. E.g. Registration with the HCPC or NMC or other PRSB.
- Students whose qualifications do not meet the entry requirements above but who have significant experience and other evidence of ability to study at this level and where an application can be made for Advance Standing through Recognition of Prior Learning (RPL) in alignment with the University of Bradford Guide to the Recognition of Prior Learning (UB, 2014).
- Students for whom English is not a first language must have an IELTS score of 6.5 or equivalent.

You are required to have access to a computer that has a broadband connection and that can browse the internet and has word processing on it* Have computing skills commensurate with the demands of course*

*The University of Bradford has computers with internet and word processing facilities available to students across a number of locations therefore students do not need to own their own computer or have a home internet service. Computer literacy courses are available for people new to information technology and both the Learner Development Unit and the Disability Office can provide support to students who have a disability. Dyslexia screening is also available. For further information please see www.bradford.ac.uk/lss

We are continually reviewing and developing our practices and policies to make the University more inclusive, but if you are disabled we may need to make some adjustments to make sure that you are not disadvantaged. We would advise you to contact the programme leader before you apply to discuss these.

Routes of Access to the MSc Advancing Transdisciplinary Practice Programme

In addition to the entry requirements, there are three main routes of access to the MSc Advancing Transdisciplinary Practice which incorporate the recognition of achieved competency or outline the need for student to achieve competency in an identified area of transdisciplinary practice:

**Route 1:** Applicants who have previously undertaken or are currently completing the Calderdale Framework competencies and wish to map these into the core module ‘Clinical Competence in Advanced Practice’ in alignment with the University of Bradford Guide to the Recognition of Prior Learning (UB, 2013) and principles of the UKQC Chapter B6 (QAA, 2012).
Route 2: Applicants who have successfully undertaken a set of transdisciplinary competencies designed by their own organisation and wish to map these into the core module ‘Clinical Competence in Advanced Practice’ in alignment with the University of Bradford Guide to the Recognition of Prior Learning (UB, 2013) and principles of the UKQC Chapter B6 (QAA, 2012).

Route 3: Applicants who have not previously completed a defined set of transdisciplinary competencies and wish to develop and complete bespoke transdisciplinary competencies through the core module ‘Clinical Competence in Advanced Practice’. These will developed in conjunction with a member of the academic team and the applicants line manager, they will be assessed by a work/practice based mentor.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

The RPL process enables the University to recognise prior learning and achievement in a number of ways:

- For admission to a programme at entry level (often where a prospective student does not meet the standard entry requirements for a programme);
- For awarding specific credit towards module(s) at any level within the programme so that a student/applicant effectively gains an exemption from the learning and assessment of
  Particular module(s) as they can demonstrate that they have already achieved the associated learning outcomes;
- Or a combination of the above

University of Bradford Guide to the Recognition of Prior Learning (UB, 2014)

University of Bradford guidance on RPL is available online at:


Application for RPL in the Faculty of Health Studies

Applicants/students should request an RPL application form as part of the admissions process, or at their annual review if they wish to apply for Recognition of Prior Learning.

When applicants/students are invited to study planning, they will be sent an RPL Form (pdf, 81.5KB), and asked to bring any certificates to the meeting with them, including module descriptor and a transcript/statement of results.

At the meeting/distance learning discussion, the Admissions Tutor /Programme Leader will discuss the type of claim that the applicant/student wishes to make, access the RPL template and guide the applicant/student to complete the first part of the form.
Faculty of Health Studies specific guidance is available online at:
http://www.bradford.ac.uk/health/courses/postgraduate-ssprd-professional/rpl-recognition-of-prior-learning/

Learning Resources
The JB Priestley Library on the city campus and our specialist library in the School of Management provide a wide range of printed and electronic resources to support your studies. We offer quiet study space if you want to work on your own, and group study areas for the times when you need to discuss work with fellow students. Subject librarians for each Faculty provide training sessions and individual guidance in finding the information you need for your assignment, and will help you organise your references properly.

Student PC clusters can be found in both our libraries and elsewhere on the campus. Many of these are open 24/7. You can also use the University's wireless network to access the internet from your own laptop. Most of our journals are available online (both on and off campus), and you can also access your University email account, personal information and programme-related materials this way. Staff are on hand during the daytime to help you if you get stuck, and there is a 24/7 IT helpline available.

Student Support and Guidance

Programme Team
Support for you personally and in your programme of study, will be provided both by the University and the Programme Team. You will be allocated a Personal Academic Tutor (PAT) who is someone with whom you will be able to talk about any academic or personal concerns. The Faculty will ensure that there is someone available with whom you feel comfortable to help and support you. You will be provided with a comprehensive series of handbooks that you can consult on a range of learning issues and your programme tutors will be available to consult on subject specific queries.

Mentorship and supervision for work based learning
To enable you to learn and achieve competence in your identified area of transdisciplinary practice you will need to undertake the core module Clinical Competence in Advanced Practice. You can request RPL of your previously achieved transdisciplinary competencies towards the completion of the module however if you are completing competencies in the workplace you will be required to identify an appropriate mentor or supervisor and to ensure you are working in a service which supports/requires transdisciplinary working / professional skill sharing. The programme and module team will provide a supervisor/mentor handbook providing a guide for yourself, your manager, mentor and supervisors outlining each person’s roles and responsibilities in supporting and training you as you complete your competencies and record them in your portfolio. A member of the team will also discuss your learning needs and how you might meet these.
Students’ Union

We value the feedback provided by students and collaborate with the Students’ Union, through a system of student representatives and formal staff student liaison committees, so that any issues you wish to raise are addressed rapidly.

The Students’ Union provides professional academic representation and advice. The Students’ Union and the University of Bradford work in partnership to provide confidential counselling and welfare services where you can get help with any aspect of your personal or academic life. Student Financial and Information Services (part of the Hub) will provide you with information about a diverse range of issues such as council tax, personal safety and tourist information. International Students can access a range of additional advice and support services through the Student’s Union.

Employability and Career Development

The University is committed to helping students develop and enhance their employability profile, commitment towards a career pathway(s) and to implementing a career plan. Professional career guidance and development support is available throughout your time as a student and as a graduate from Career Development Services.

The support available from Career Development Services includes a wide range of information resources, one to one appointments, a weekly workshop programme, a mentoring programme, graduate recruitment and careers fairs, plus information and help to you find part time work, summer work placements, internship programmes and graduate/postgraduate entry vacancies. In addition, some students will receive seminars and workshops delivered by Career Development Services as part of their programme of study. All students are encouraged to access Career Development Services at an early stage during their studies and to use the extensive resources available on their web site [www.careers.brad.ac.uk](http://www.careers.brad.ac.uk).

Career Development Services annually undertakes a survey of all postgraduates to find out their destination six months after graduation. The survey gathers data on the employment and further study routes graduates have entered and a range of other information including job roles, name and location of employers, salary details etc.

The specific provision for the students on the MSc Advancing Transdisciplinary Practice programme is focused on planning your studies in consideration of your current or future career, or with your current employers needs in mind. If there is a change in your employment status during the period of time you are studying on the programme, your PAT would meet with you and offer guidance in relation to the completion of your current module at the time of the change and any necessary amendments to your study planning and programme completion. This may include discussion about fees if these have been previously paid for by your employer.

Academic Skills Advice

For postgraduate students on taught programmes who are looking to improve their marks during their time at university, study skills and maths advice is available to all regardless of degree discipline. Students can access a programme of interactive workshops and clinics which is delivered throughout the year. This is in addition to
our extremely popular face-to-face guidance from our advisers, who also offer a wide range of online and paper based materials for self-study.

http://www.bradford.ac.uk/learner-development/

Disability

Disabled students will find a supportive environment at Bradford where we are committed to ensuring that all aspects of student life are accessible to everyone. The Disability Service can help by providing support, advice and equipment to help you get the most out of your time at Bradford. It is a place where you can discuss any concerns you may have about adjustments that you may need, whether these relate to study, personal care or other issues. For more information contact the Disability Service by phoning: 01274 233739 or via email: disabilities@bradford.ac.uk

University policies and initiatives

Ecoversty and education for sustainable development

Ecoversty is a strategic project of the University which aims to embed the principles of sustainable development into our decision-making, learning and teaching, research activities campus operations and lives of our staff and students. We do not claim to be a beacon for sustainable development but we aspire to become a leading University in this area. The facilities we create for teaching and learning, including teaching spaces, laboratories, IT labs and social spaces, will increasingly reflect our commitments to sustainable development. Staff and student participation in this initiative is crucial to its success and its inclusion in the programme specification is a clear signal that it is at the forefront of our thinking in programme development, delivery, monitoring and review. For more details see www.bradford.ac.uk/ecoversity/

The core work of the Faculty of Health Studies is the focus on health and well-being and developing professionals such as yourselves who can work within multidisciplinary teams, work across care sectors and different types of organisations using clinical, educational, research or management and leadership skills to improve practice, services or improve organisations and their cultures and influence change. Modules from across the framework offer these opportunities. The core research modules are taught by a multidisciplinary team with a range of different research backgrounds and experiences to students such as you also from a variety of backgrounds. This combined focus enables your education to have a sustainable component in terms of your future career as well as the sustainability of your services by maintaining and improving what you provide for your local communities. For more information please go to www.bradford.ac.uk/ecoversity/

Further Information:

For further information, please check the University prospectus or contact Admissions.

The Admissions Office

The Admissions Office
The contents of this programme specification may change, subject to the University's regulations and course approval, monitoring and review procedures.

References

Department of Health (2010) *Equity and excellence: Liberating the NHS*  


http://www.qaa.ac.uk/assuringstandardsandquality/quality-code/Pages/default.aspx
## Minor Modification Schedule

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Brief description of Modification</th>
<th>Date of Approval (Faculty Board)</th>
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| 2              | • Amended to reflect the change of name from School of Health Studies to Faculty of Health Studies and CPD Framework for Flexible Learning to SSPRD Framework for Flexible Learning  
• Amended to reflect the module changes for the research and final stage modules  
• The programme will no longer offer one set of competencies from the Calderdale Framework therefore Page 2 amended to reflect this and Route of Access 3 amended to reflect that applicants who have not previously completed a defined set of competencies will be supported to develop and complete bespoke transdisciplinary competencies |                                  |