



Programme Specification

Programme title: MSc Advanced Practice

Academic Year:	2019-20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] MSc Advanced Practice (Critical Care) MSc Advanced Practice (Clinical Practitioner) MSc Advanced Practice (Minor Injuries and Minor Illness) MSc Advanced Practice (Midwifery) Postgraduate Diploma Advanced Practice (Critical Care) Postgraduate Diploma Advanced Practice (Clinical Practitioner) Postgraduate Diploma Advanced Practice (Minor Injuries and Minor Illness) Postgraduate Diploma Advanced Practice (Midwifery) *available as an exit award only. Postgraduate Certificate Professional Healthcare Practice*
Programme accredited by (if appropriate):	Element approved by NMC, HCPC, GPhC
Programme duration:	Part time 2 years
QAA Subject benchmark statement(s):	Not applicable
Date last confirmed and/or minor modification approved by Faculty Board	April 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

Experienced nurses and healthcare practitioners now have the opportunity to take on challenging roles, working across professional, organisational and system boundaries to meet diverse patient needs (Francis 2013, Cavendish 2013, HEE 2013). Healthcare practitioners working towards these advanced practice roles, often at the forefront of innovative practice, are expected to undertake master's level education (Department of Health, 2010, International Council of Nurses, 2008, Royal College of Nursing, 2012). The programme is designed to develop the skills in complex reasoning, critical thinking and analysis required to undertake these roles. The awards offer students the opportunity to apply knowledge to a range of clinical and professional situations through reflection and practice experience, supported by an experienced mentor. Learning and teaching is designed to equip students with skills in using a range of information, data, tools and techniques to improve the quality of patient care and health outcomes as well as demonstrate impact and value. There is a focus on patient safety, risk assessment and risk management within a clinical governance context.

This programme is part of the interdisciplinary Specialist Skills and Post Registration Development (SSPRD) Framework within the Faculty of Health Studies. The Framework enables students to undertake a named award or create an individualised programme of study that will meet either their own needs and/or their employer's needs for a changing diverse workforce within a modern organisation.

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 the Yorkshire and Humber Region and wider. The Faculty focus on excellence through knowledge, practice, research, leadership and management aims to support the future sustainability of the individuals, through lifelong learning and improved employability and thereby influencing the future adaptability of individual organisations and service delivery to promote change.

The Faculty of Health Studies SSPRD Framework offers a structure within which students undertaking SSPRD awards can have a wide choice of optional modules. However, the module choice for students on the MSc Advanced Practice pathways is more clearly defined. As a UK student, the programme of study will not only focus on research informed knowledge and understanding but will also extend their skills and competence in practice. The programme of study and the collection of modules students study will contextualise their learning and address the Aims and Learning Outcomes for the programme, outlined in the next section of this document. Modules such as the research or clinical dissertation modules, for example, enable students to shape their own focus of study within the modules aims and learning outcomes by learning the principles being taught and applying them to your own professional/employment area. The Faculty of Health Studies' framework will enable students to take forward their current experience whatever the area of work in collaboration with the University of Bradford. An academic advisor will discuss with students and support individual pathway choices.

Programme Aims

The programme is intended to:

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

- 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.
- Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC, GPhC and HCPC and recognised National benchmarks
- Stimulate students to become a self-directed learner who is motivated to sustain and advance their own continuous professional learning.
- Develop clinical skills, knowledge and critical understanding to an advanced level, applicable to the students own field of practice.
- Further develop cognitive and practical skills to undertake data synthesis, complex problem solving and risk assessment.
- Prepare individuals to become an autonomous practitioner, to work in advanced and specialist roles with high levels of accountability.
- Develop individuals as a practitioner who will innovate, promote evidence informed practice and improve service user outcomes.
- Develop individuals as a leader with skills and confidence, to act as a role model, supporting the professional development of colleagues and the work of your organisation.
- Develop individuals as a critically reflective, competent leader who will manage service development towards effective, sustainable, inclusive, fair and ethically sensitive service provision.

Additionally if students wish to undertake a Masters dissertation

- Develop their understanding of the theoretical constructs underpinning research or project management.
- Demonstrate how the findings can influence practice and policy.

Programme Learning Outcomes

The MSc /Postgraduate Diploma/Postgraduate Certificate Advanced Practice programme learning outcomes are compatible with the Framework for Higher Education Qualifications (FHEQ 2008).

The programme contains nested pathways as well as the flexibility to enable students to design their own pathway. The learning outcomes outlined below are contextualised within the learning outcomes of the modules that will be studied.

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

- LO1 Develop a detailed knowledge and critical understanding of the literature and theoretical concepts that relate to their specialist field of practice.
- LO2 Critically analyse and apply the research evidence that informs the development of policy and service delivery in their specialist field of practice
- LO3 Demonstrate mastery of clinical or practical skills for the management of complex issues within their field of practice.
- LO4 Apply knowledge of anatomy and physiology to undertake advanced assessment, diagnosis, complex care planning, health promotion and evaluation appropriate to their area of practice.
- LO5 Reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice within their specialist field or practice.
- LO6 Develop and demonstrate the ability to articulate sound arguments and justify decisions using a variety of formats including written and oral communication skills.
- LO7 Demonstrate advanced communication skills, problem solving and risk assessment in their area of clinical practice.
- LO8 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs
- LO9 Demonstrate the ability to use IT skills to gather and synthesise information , to access programme materials
- LO10 Apply knowledge of service improvement and re-design theory in their own area of practice
- LO11 Critically reflect on their leadership skills and apply their knowledge to support the professional development of colleagues and the work of the organisation students work in.
- LO12 Prescribe safely and effectively within their own area of expertise (optional)
- LO13 Critically analyse clinical governance issues, service improvement and patient safety issues in the context of their area of practice.

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

- LO14 Demonstrate their understanding of the theoretical constructs underpinning research and project management.
- LO15 Apply research skills to influence and improve practice and policy in their area of practice.
- LO16 Apply research and project management skills and demonstrate their ability as an autonomous learner to complete an extended project.

Curriculum

The MSc Advanced Practice curriculum provides a range of modules from the Faculty of Health Studies that are combined to provide a programme of study that suits individual learning or employment needs. The curriculum of each award is detailed

Postgraduate Certificate

Students will be eligible to exit with the award of Postgraduate Certificate Professional Healthcare Practice as a fall back award if they have successfully completed 60 credits and achieved the award learning outcomes.

Postgraduate Diploma

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits, including the core modules specified in the curriculum table, and achieved the award learning outcomes. The range of Postgraduate Diploma pathways, core modules and options are outlined in the curriculum table.

Degree of Master

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits, including the core modules specified in the curriculum table, and achieved the award learning outcomes.

Prescribing for Healthcare Professionals

The non-medical prescribing modules available to some professionals as options on this programme are recordable qualifications with the NMC, GPhC and HCPC.

The Postgraduate Certificate, Postgraduate Diploma or Masters awards do not confer eligibility to register as a practitioner with the NMC, GPhC or HCPC.

Curriculum Table

* one of these modules must be taken as a core for this programme
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 # this module has a pre-requisite

Module Code	Module Title	Credits	Semester	Postgraduate Diploma Advanced Practice (Midwifery)	Postgraduate Diploma Advanced Practice (Minor Injuries & Minor Illness)	Postgraduate Diploma Advanced Practice (Clinical Practitioner)	Postgraduate Diploma Advanced Practice (Critical Care)	MSc Advanced Practice (Midwifery)	MSc Advanced Practice (Minor Injuries and Minor Illness)	MSc Advanced Practice (Clinical Practitioner)	MSc Advanced Practice (Critical Care)
				MID2 PPY- D001	PRP2P PY- D002	PRP2P PY- D003	PRP2P PY- D001	MID4 PPO- D001	NUR4 PPO- D007	PRP4P PO- D001	NUR4 PPO- D005
LEM7006-E	Management Project	60	1 or 2								C**
LEM7011-C	Leadership for Advanced Practitioners	30	1 or 2	C*	C*	C	C*	C*	C*	C	C*
NUR7019-C	Adult Cardiology: Examination, Assessment and Intervention	30	1 or 2				O				O
NUR7023-C	Clinical Competence in Advanced Practice	30	2	O	O	O	O	O	O	O	O
NUR7026-C	Good practice in the Physical Health Care of People with a Mental Health Condition/ Learning Disability	30	1 or 2			O				O	
NUR7033-C	Advanced Knowledge and Skills for Management of the Critically Ill Patient	30	1				C				C
NUR7034-C	Applied Pathophysiology and Pharmacology in Acute and Long-term Conditions	30	1		C	O	O		C	O	O

				PGD Advanced Practice (Midwifery)	PGD Advanced Practice (Minor Injuries & Minor Illness)	PGD Advanced Practice (Clinical Practitioner)	PGD Advanced Practice (Critical Care)	MSc Advanced Practice (Midwifery)	MSc Advanced Practice (Minor Injuries and Minor Illness)	MSc Advanced Practice (Clinical Practitioner)	MSc Advanced Practice (Critical Care)
NUR7063-C	Urgent Care (Minor Injuries/Illness)	30	1 or 2		O	O			O	O	
PRE7003-C	Prescribing for Healthcare Professionals	30	1 or 2 or 3	O	O	O	O	O	O	O	O
PRE7004-C	Prescribing for Pharmacists	30	1 or 2 or 3		O	O	O		O	O	O
PRP7005-C	Advanced Physical Assessment and Clinical Decision Making Skills	30	2			C	C			C	C
RES7007-E	Pursuing a Systematic Review [#]	60	1 or 2					C**	C**		C**
RES7008-E	Pursuing primary research [#]	60	1 or 2					C**	C**		C**
RES7010-E	Pursuing a Work based Dissertation [#]	60	1 or 2					C**	C**	C	C**
RES7013-C	Preparing for Research	30	1 or 2	C*	C*		C*	C*	C*		C*
MID7013-C	Clinical Examination and Case Management	30	1 or 2	C				C			
MID7009-C	Clinical Examination and Care Management (Enhancing Contemporary Midwifery Practice)	30	1 or 2	C				C			

Learning and Teaching Strategy

Whilst following this programme of study, students will engage with learning through a range of teaching methods. These methods will be dependent on modules studied, however student-centred approaches to learning are a feature of the modules and students will be expected to take responsibility for their learning as they develop their 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 individual study plan with the academic advisor, students will be informed regarding which delivery methods are utilised for which module.

The aims of the teaching and learning strategies have been designed so that students will be given the opportunity to develop theoretical understanding, research informed knowledge and critical thinking (Programme LOs 1, 2, 5, 6, 8, 13), to develop a range of skills appropriate to their professional field (Programme LOs 3, 4, 7, 10, 11, 12) , organisation and workplace setting. Students will also develop their skills and knowledge of research and application to their practice area (Programme LOs 9, 14, 15 and 16).

The modules and courses nested within the framework offer students the capacity to acknowledge and build upon the knowledge and skills they may have acquired through previous learning experiences including those in the work place.

The programme will expose students to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes. The teaching approaches that are used across the Faculty of Health Studies are informed by the University and Faculty core values which are for teaching and learning to be: Research informed, Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. Students may experience these across their choice of modules in order to meet both the aims of the programme and their learning outcomes which may include any number of the following:

- Research informed lectures: To a group of students where information will be presented and discussed.
- Facilitated seminars and group discussion: Where learning will be through the interpretation and critical application of information and group learning.
- Tutorial: Where small group number of students reflect and discuss issues related to their learning.
- Work-based learning: Where learning is directed at consolidating skills in relation to theory and best practice, enabling students to advance their competence in their field of practice.
- Use of Web based virtual learning environments: To access information and to interact with other students undertaking group work or developing wikis.
- Directed reading: Where set reading may be recommended.
- Self-Directed learning: Where student are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.
- Undertaking a clinical project or a research module which is shaped by individual self-directed learning needs and the learning outcomes at MSc level.

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

Assessment Strategy

Students 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 essay
- Reflective case study
- The development of a reflective portfolio
- Completion of set number of competencies
- Completion of a set number of clinical contacts
- Practical examination
- Computer based Multiple Choice Question examination
- Computer based open book examination
- Seminar presentation
- Objective structured clinical examination (OSCE)
- Written project report
- Completion of a dissertation
- Research paper/executive summary

Some of these teaching and assessment strategies may change over time and through the ongoing development of the courses.

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 are two exceptions to these regulations as listed below:

1. The School of Nursing has a waiver from the regulations allowing automatic re-submission for second attempts at assessment without waiting for Board of Examiners approval.
2. Every element of the module assessment must be passed at 40%, where the pass mark is higher the pass mark will be marked in the module descriptor.

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, NVQ level 6 or equivalent or a relevant postgraduate qualification.

A registered qualification with a UK professional regulatory organisation is requirement to undertake this programme.

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.

Students for whom English is not a first language must have an IELTS score of 6.5 or equivalent.

Have an identified mentor in practice who is either a practicing medic or advanced clinical practitioner with a appropriate experience in the field of practice.

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

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 <http://www.brad.ac.uk/about/structure-and-organisation/faculties-and-departments/student-support-and-professional-services/#d.en.139100>

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.

Minor Modification Schedule

Version number	Brief description of Modification	Date of Approval (Faculty Board)
2	Number of pathways reduced following RCN feedback and periodic review	
3	Additional optional modules to include prescribing for pharmacists module and ambulatory care module	
4	Minor clarification of admission requirements and update to the optional module listings.	April 2019
5	Removed a module from the curriculum list that did not appear on the core or option list of any programme. The module was included in error.	July 2019