



Programme Specification

Programme title: MSc Professional Healthcare Practice

Academic Year:	2019-20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	N/A
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] MSc Professional Healthcare Practice Postgraduate Diploma Professional Healthcare Practice Postgraduate Certificate Professional Healthcare Practice Postgraduate Certificate Professional Healthcare Practice (Diabetes Care) Postgraduate Certificate Professional Healthcare Practice (Tissue Viability) Postgraduate Certificate Professional Healthcare Practice (Palliative and End of Life Care) Postgraduate Certificate Professional Healthcare Practice (Cancer Care) Postgraduate Certificate Professional Healthcare Practice (Critical Care)
Programme accredited by (if appropriate):	Prescribing Elements approved by NMC, HCPC, GPhC
Programme duration:	Part time: Postgraduate Certificate – 1 year Postgraduate Diploma 2 years MSc – 3 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 senior professional 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. This programme enables students to undertake a named award or create an individualised programme of study that will meet either their individual 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 MSc Professional Healthcare Practice has a choice of modules, allowing the student to build an award that meets their own professional needs. Alternatively, the student can choose a named award with a more clearly defined pathway. As a UK student the programme of study will not only focus on research informed knowledge and understanding but will also extend the students skills and competence in practice. A student's chosen programme of study and the collection of modules students may choose to 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 project 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 their own professional/employment area. The flexibility offered by the Faculty of Health's 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 and support a student's module choices.

Programme Aims

The programme is intended to:

- Provide a flexible educational framework that is vocationally relevant, which meets students 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 student's clinical skills, knowledge and critical understanding to an advanced level, applicable to their own field of practice.
- Further develop student's cognitive and practical skills to undertake data synthesis, complex problem solving and risk assessment.
- Prepare students to become an autonomous practitioner, to work in leadership and specialist roles with high levels of accountability.
- Develop students as a practitioner who will innovate, promote evidence informed practice and improve service user outcomes.
- Develop students as a leader with skills and confidence, to act as a role model, supporting the professional development of colleagues and the work of their organisation.
- Develop students as a critically reflective, competent leader who will manage service development towards effective, sustainable, inclusive, fair and ethically sensitive service provision.

Additionally, if students undertake a Masters dissertation the following aims apply;

- 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 Professional Healthcare 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 for students to design their own pathway. The learning outcomes outlined below are contextualised within the learning outcomes of the modules that students will study.

To be eligible for the award of Postgraduate Certificate 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

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

- 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 their organisation.
- 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 Professional Healthcare Practice programme provides a range of modules from the School of Nursing and Healthcare Leadership that are negotiated to provide an individualised curriculum that suits a student's particular learning or employment needs. Students will be guided in their module choices by the

Programme Leader or their Personal Academic Tutor (PAT) at a study planning meeting before the start of the programme. The students study plan will be reviewed on an annual basis with their PAT. It is possible that the student's professional learning needs would be better met by expertise from another School within the Faculty, for example a radiographer. An appropriate lecturer can be used to support their learning through either an independent studies module or the work-based competence in advanced practice module.

Alternatively, the curriculum allows students to choose to study a defined combination of modules to create a named specialist Postgraduate Certificate Professional Healthcare Practice. For example, the Postgraduate Certificate in Professional Healthcare Practice (Cancer Care). The nature of the MSc/Postgraduate Diploma/Postgraduate Certificate Professional Healthcare Practice usually enables optional module choice whilst still achieving the central components required for this award.

Students may wish to have previous accredited learning recognised through the University recognition of prior learning process. Where there is a difference in credit volume the 10 credit Independent Studies module may be used to ensure the correct volume of credit is achieved.

Postgraduate Certificate

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.. The range of Postgraduate Certificate pathways, core modules and options are outlined in the curriculum table.

Postgraduate Diploma

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

Degree of Master

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

There is a choice of final stage modules.

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

These award do not confer eligibility to register as a practitioner with the NMC, GPhC or HCPC.

Curriculum Table – all awards

				PGC Professional Healthcare Practice (Critical Care)	PGC Professional Healthcare Practice (Cancer Care)	PGC Professional Healthcare Practice (Palliative and End of Life Care)	PGC Professional Healthcare Practice (Tissue Viability)	PGC Professional Healthcare Practice (Diabetes Care)	PGC Professional Healthcare Practice	PGD Professional Healthcare Practice	MSc Professional Healthcare Practice
Module Code	Module Title	Credits	Semester	NUR2PP P-D005	PRP2PPP -D005	PRP2PPP -D008	PRP2PPP -D003	PRP2PPP -D002	PRP2PPP -D006	PRP2PPY -D005	PRP4PPO -D006
LEM7006-E	Management Project	60	1 or 2								C***
LEM7011-C	Leadership for Advanced Practitioners	30	1 or 2						O	C**	C**
NUR7018-C	Evidence Based Diabetes Care	30	2					C	O	O	O
NUR7020-C	Advanced Communication Skills	30	1		O	O			O	O	O
NUR7023-C	Clinical Competence in Advanced Practice	30	2	O				O	O	O	O
NUR7031-C	Supporting Those Facing Loss: An Interdisciplinary Approach	30	1			O			O	O	O
NUR7032-C	Symptom Management in Life Limiting Illness	30	2		O	C			O	O	O
NUR7033-C	Advanced Knowledge and Skills for Management of the Critically Ill Patient	30	1	C					O	O	O
NUR7034-C	Applied Pathophysiology and Pharmacology in Acute and Long-term Conditions	30	1	O					O	O	O
NUR7035-C	Cancer - Understanding Treatment, Management and Care	30	1		C				O	O	O
NUR7039-C	Debridement of Wounds	30	2				O		O	O	O

<p>* Students who undertake the 20 credit Community Nurse Prescribing module will be required to undertake 10 credit Independent Studies module.</p> <p>** Students on the PGD and MSc must undertake one of the 30 credit modules.</p> <p>*** Students on the MSc must undertake one of the 60 credit modules.</p>				PGC Professional Healthcare Practice (Critical Care)	PGC Professional Healthcare Practice (Cancer Care)	PGC Professional Healthcare Practice (Palliative and End of Life Care)	PGC Professional Healthcare Practice (Tissue Viability)	PGC Professional Healthcare Practice (Diabetes Care)	PGC Professional Healthcare Practice	PGD Professional Healthcare Practice	MSc Professional Healthcare Practice
NUR7041-C	Evidence Based Diabetes Care	30	2						0	0	0
NUR7042-C	Haematology and BMT - Understanding Treatment, Management and Care	30	2		0				0	0	0
NUR7044-C	Practice Nursing	30	1						0	0	0
NUR7061-C	Wound Assessment and Management	30	1				C		0	0	0
NUR7062-C	Prevention and Management of Chronic wounds	30	2				0		0	0	0
NUR7063-C	Urgent Care (Minor Injuries/Illness)	30	1 or 2					0	0	0	0
PRE7001-B	Community Nurse Prescribing	20	1 or 2 or 3						0*	0	0
PRE7003-C	Prescribing for Healthcare Professionals	30	1 or 2 or 3	0	0			0	0	0	0
PRE7004-C	Prescribing for Pharmacists	30	1 or 2 or 3						0	0	0
PRP7003-C	Clinical Examination and Case Management (Skin Cancer)	30	2		0				0	0	0
PRP7005-C	Advanced Physical Assessment and Clinical Decision Making Skills	30	2	0					0	0	0
REH7004-C	Cervical Screening	30	1 or 2						0	0	0
RES7007-E	Pursuing a Systematic Review	60	1 or 2								C***
RES7008-E	Pursuing primary research	60	1 or 2								C***
RES7010-E	Pursuing a Work based Dissertation	60	1 or 2								C***
RES7013-C	Preparing for Research	30	1 or 2						0	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 the students individual study plan with an academic advisor, students will be informed regarding which delivery methods are utilised for which module.

The learning and teaching strategy has been designed so that students have 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 organisation and workplace setting (Programme LOs 3, 4, 7, 10, 11, 12). Students will also develop their skills and knowledge of research which they will apply 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.

A student's course of study will expose them to a range of different teaching, learning and assessment techniques 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 upon 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 such as Canvas: 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: Where set reading is provided.
- Self-Directed learning: Where students 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 their own 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 2 exceptions to these regulations as listed below:

1. Students are permitted an automatic second attempt at assessment at the next available opportunity, prior to a Board of Examiners meeting taking place.
2. For all modules with a clinical component every element of the assessment must be passed at 40%, the pass requirement will be clear on individual module descriptors.

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 may be a requirement to undertake some optional modules.

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.

Students must have an identified mentor in 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 Academic Skills Service 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 exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
2	Updated links and made minor typographical corrections. Updated the programme list to remove suspended programmes. Updated the curriculum table to reflect the Schools portfolio of modules. Correction of core/optional modules in two routes.	April 2019