

# Programme Specification Document

<p>1. Qualification</p> <p><b>MSc</b></p>	<p>2. Programme Title</p> <p><b>Advanced Practice (Health and Social care)</b></p>	<p>3. UCAS Code</p>	<p>4. Programme Type</p> <p><b>Modular, part time (2 calendar years)</b></p>
<p><b>5. Main Purposes and Distinctive Features of the Programme</b>  <i>The purpose of the Programme is the development of an ‘advanced practitioner’ in health and social care who, during the programme, will</i></p> <ul style="list-style-type: none"> <li>• <i>advance their practice out of their current area of scope, and assume a role that is more autonomous and clinically expert,</i></li> <li>• <i>appropriate knowledge and skills that are commensurate with higher levels of decision-making and responsibility in complex situations</i></li> <li>• <i>manage and influence patient management and service development.</i></li> </ul> <p>Special features  <i>The programme is</i></p> <ul style="list-style-type: none"> <li>• <i>work-based: most of the learning will be in work, about work and through work</i></li> <li>• <i>supported by the Greater Manchester Strategic Health Authority and the employing NHS Trusts</i></li> <li>• <i>delivered in collaboration with the University of Salford.</i></li> </ul> <p><b>6. What a graduate should know and be able to do on completion of the programme</b></p>			
<p><b><u>Knowledge and understanding in the context of the subject(s)</u></b></p> <ul style="list-style-type: none"> <li>• a systematic understanding of the evidence base(s), formal and informal, underpinning their professional practice</li> <li>• knowledge of the legislative and professional accountabilities governing their scope of practice</li> <li>• knowledge of the needs of their service users and / or the community</li> <li>• knowledge of current problems, policy and practice in their specific area of professional practice and service context</li> </ul> <p><b><u>Cognitive skills in the context of the subject(s)</u></b></p> <ul style="list-style-type: none"> <li>• capacity to synthesise practice and theory in order to underpin demonstrably higher levels of discretion and judgement in decision making</li> <li>• ability to deal with complex issues both systematically and creatively; to make sound judgements in the absence of complete data</li> <li>• high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources of evidence</li> </ul>		<p><b><u>Subject-specific practical/professional skills</u></b></p> <ul style="list-style-type: none"> <li>• display competence, autonomy and professional accountability in the development and deployment of higher level skills. These skills are both professional (e.g. in a specific clinical area), and in service leadership.</li> <li>• enhance, with others, service delivery and outcomes for service users and / or the community.</li> </ul> <p><b><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></b></p> <ul style="list-style-type: none"> <li>• team skills and leadership;</li> <li>• practice that values user and carer needs and experiences;</li> <li>• problem solving;</li> <li>• numeracy appropriate to context;</li> <li>• oral and written communication skills,</li> <li>• Information and Communication Technology (ICT);</li> <li>• learning how to learn.</li> </ul>	

<b>7. Qualities, Skills &amp; Capabilities Profile</b>			
<b>A Cognitive</b>	<b>B Practical</b>	<b>C Personal &amp; Social</b>	<b>D Other</b>
<i>Analytical skills</i>	<i>Clinical/professional competence in a specific area, delivering expert care.</i>	<i>Managing their work learning environment</i>	
<i>Critical evaluation</i>	<i>Leadership of service improvement</i>	<i>Taking personal responsibility and initiative for their own and others learning,</i>	
<i>Complex problem solving</i>	<i>Research skills</i>	<i>Acting as a role model for professional colleagues, by embodying a client- and patient- centred approach</i>	
<i>Synthesis of feasible and innovative plans</i>	<i>Written and verbal presentation skills</i>	<i>Working as an effective team member by</i> <ul style="list-style-type: none"> <li>• <i>positively contributing to group learning</i></li> <li>• <i>inter-professional and inter-agency working and communication,</i></li> </ul>	
	<i>Use of IT</i>	<i>Self-organisation and time management</i>	

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units  
**2 Years part-time. Masters Degree = 180 M credits; Intermediate Awards of Post- Graduate Diploma and Certificate of Health and Social Care available at 120 and 60 credits respectively.**

**Part II Students take 1 Core Module**

	<b><u>Core Modules</u></b>  <b>Research Dissertation</b>	<b><u>Optional Modules</u></b>	<b>MSc Advanced Practice (Health and Social Care)</b>
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**Part 1 (Level M) Students take 8 Core modules and 1 Elective module**

	<p><i>Foundations of Advanced Practice (1,2,3,4)</i>  <i>Principles and Concepts of Research Design</i>  <i>Biological Basis of Disease and Therapeutics</i>  <i>Clinical Diagnostics and Decision Making</i>  <i>Clinical Examination Skills</i></p>	<p><i>The elective module or equivalent must be 20credits @minimum HE6.</i>  <i>It can sourced from:</i>            1. <i>University CPD framework</i>            2. <i>External module</i>            3. <i>APL for previous study</i></p>	<b>Postgraduate Diploma of Health and Social Care</b>
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9. Learning, Teaching and Assessment Strategy

**Learning and Teaching Methods**

*The programme is work based, and will combine work-based activities and mentoring, with a diverse range of experiences provided both in the Institute and the workplace eg expert-led lectures, seminars, learning sets, group/individual tutorials, case studies, individual reflective practice.*

**Assessment Methods**

*Assessment methods vary according to the learning outcomes of each module. However, the assessment will include:*

- *Completion of a portfolio evidencing the achievement of 'advanced practice' competence*
- *Course work essays and reports*
- *Formal verbal presentations*
- *Work based assessment of specific clinical skills*
- *A research dissertation.*

**Assessment Classification**

10. Other Information (including compliance with relevant Institute policies)

**Date programme first offered**

**Feb 05**

**Admissions Criteria**

**Standard Requirements**

**Applicants must demonstrate:**

- *evidence of recent professional and academic development*
- *Current professional registration as a health care practitioner, for example nursing, occupational therapy.*
- *Normally at least five years post-registration experience of professional practice.*
- *A first degree relevant to their health or social care practice, normally a minimum of second class honours standard.*
- *Compliance with Occupation Health Screening procedures and Criminal Records Bureau Screening to the satisfaction of the employing Health Care Organisation (normally a Primary Care Trust) providing the practice placement.*
- *support from the appropriate service manager for learning time, funding, learning support ie mentors/assessors*

**Non Standard Entry**

**Further evidence of having achieved the above academic**

**System**

*Pass mark for individual written assignments/ presentation = 40%*

**Classification Bands**

*70% and above – Distinction  
40-69% - Pass*

*standard may be accepted on the basis of:*

- *recent HE level 6 study (60 credits), and \ or*
- *submission of a portfolio of evidence in support of an APEL claim for HE level 6 study credit); or*
- *a diploma in higher education linked to the candidate's professional qualification and satisfactory completion of a piece of set academic writing demonstrating HE level 6 study standard in relation to a presentation at selection interview.*

**Indicators of Quality and Standards**

1. Formal validation where a panel composed of independent internal and external representatives approved the curriculum submitted against its set of standard criteria as applied to all such degree scheme proposals.
2. Compliance with QAA Framework for Higher Education Qualifications; QAA Draft Statement of Common Purpose for Subject Benchmarks for the Health and Social Care Professions (2004); and QAA precepts for Placement Learning
3. An external examining system whereby all student work and teaching is monitored by a team of external examiners.
4. Regular formal and informal dialogue with health managers and Strategic Health Authorities and NMC officers on the development of the programme. (Contract monitoring by Strategic Health Authorities).
5. Peer observation of teaching.
6. Student evaluations linked to action plan where there is a need to change practice.
7. Annual formulation and monitoring of quality enhancement plan from previous year.
8. QAA Subject Review – which achieved a maximum grading of 24 points in March 2000.
9. QAA Major Review of Department of Health funded programmes (Spring term, 2004) followed by On-going Quality Monitoring and Enhancement (2004-5).
10. External evaluation of Greater Manchester Strategic Health Authority 'Delivering the Workforce Project' through which the programme is commissioned.