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## **Programme Specification**

**MSc, PG Dip, PG Cert in Advanced Practice (Clinical)**

**Faculty of Health and Life Sciences**

## SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Final award:	MSc
Programme title:	Advanced Practice (Clinical)
Interim exit awards and award titles:	PG Diploma and PG Cert
Brookes course code:	HC56
UCAS/UKPASS code:	P047914
JACS code:	B714
Mode of delivery:	Face to Face
Mode/s of study:	Part Time
Language of study:	English
Relevant QAA subject benchmark statement/s:	None
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	None
Faculty managing the programme:	Health and Life Sciences
Date of production (or most recent revision) of specification:	March 2018

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## SECTION 2: OVERVIEW AND PROGRAMME AIMS

### 2.1 Rationale for/distinctiveness of the programme

This programme of study will ensure the development and support of experienced health and social care professionals as leaders, as well as helping professionals working at the leading edge of their speciality to examine, develop and evaluate health care practice from within their sphere of influence. To this end the programme curriculum ensures there is an emphasis on practice-focused learning throughout, with learning and assessments being based around practice and the workplace. The programme identifies the importance of developing the skills of the health and social care practitioner for practice, leadership, 'clinical' skills, decision-making skills, research, to enable the transferability of the programme to direct service provision.

Within the programme, the influences of a global academic and work environment on the development, delivery and evaluation of health and social care is explored. The curriculum content is informed by relevant international research and evidence-based literature. International literature is also used as

comparative material, in helping students to expand the breadth of their studies and develop a depth of critical analysis and evaluation.

Students are seen as partners within the programme delivery. Implicit within this is the recognition and appreciation of the knowledge, skills, experience, abilities and strengths brought by each student to a group of professional colleagues. The programme identifies the importance of the individual person within the educational process and the journey of life-long learning from both a personal and professional perspective.

## **2.2 Aim/s of the programme**

The central aims of the programme are:

- To challenge and extend the knowledge, skills and attitudes of health and social care professionals
- To prepare, support and develop leaders of health and social care within clinical practice, education, research and management roles

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## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

On satisfactory completion of the programme, students will be able to:

### **1. Academic Literacy**

Critically analyse the direct and indirect impact of local, national and international pressures, evidence and policy on service delivery, making innovative suggestions for change (also contributes to GA 2 & 4)

Engage in inter-professional teamwork and apply leadership principles to promote safe, evidence-based and effective patient-focused care (also contributes to GA 2 & 3)

Autonomously problem-solve and manage risk in complex situations (also contributes to GA 3)

Apply a judicious balance of financial and professional principles to decision-making to enhance quality, productivity and value (also contributes to GA 3 & 5)

### **2. Research Literacy**

Critically analyse theory and the evidence-base for practice, and synthesize and apply the outcomes to inform professional knowledge and drive change at individual, team, organisational and system levels (also contributes to GA 1,3, 4 & 5)

Develop conceptual understanding to critically evaluate research methodologies, methods and published research and audit relevant to their discipline or area of expertise (also contributes to GA 1, 3, 4 & 5)

Design and conduct a research or audit project and disseminate findings to further understanding about a specific area of health and social care practice (also contributes to GA 1, 3, 4 & 5)

### **3. Critical Self-awareness and personal literacy**

Critically evaluate their own beliefs and values, and articulate the development and influence of those values on practice, applying a range of reflective frameworks (also contributes to GA 1 & 2)

Demonstrate initiative and autonomy in making evidence-based, ethical decisions in partnership with patients/clients and/or colleagues and agencies, exercising sensitivity to cultural and life-style diversity (also contributes to GA 2 & 5)

Facilitate learning and influence others to adopt life-long learning and values-based care using relevant teaching, mentoring and coaching theories (also contributes to GA 1 & 2)

#### **4. Digital and information literacy**

Engage in online learning activities, developing confidence in e-learning abilities, and becoming an active member of the on-line community (suggest new LO to support gap in GA; also contributes to GA 1, 2, 3 & 5)

Use appropriate technology to search for and critically evaluate high quality information relevant to advanced practice (suggest new LO to support gap in PGA) (also contributes to GA 1,2 & 5)

#### **5. Active citizenship**

Autonomously assess patients/clients' needs, to diagnose, plan, and evaluate complete episodes of care for their specific patient/client group, applying new and existing skills with therapeutic expertise and precision (also contributes to GA 1 & 3)

Critically appraise advanced practice roles and synthesize arguments for service development based on current national and international political, professional and economic influences (also contributes to GA 1, 2, 3, & 4)

Promote user and public involvement in service provision and evaluation (also contributes to GA 3)

Evaluate the impact of research on practice locally and globally, demonstrating integration of this evaluation into evidence-based practice and guidelines (also contributes to GA 1, 2, 3, & 4) Critically evaluate knowledge and understanding of ethical and legal issues which may impact on the development of advanced practice in an international / intercultural context (suggest new learning outcome to support gap in PGA; also supports GA 1,2,3)

## SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

### 4.1 Programme structure and requirements:

Provide a list of modules at each level, showing their credit value and status (core/optional/etc). Indicate the requirements for progression and awards.

The course is comprised of level 7 modules. There are 4 compulsory modules equating to 60 credits for the PG Cert, 5 compulsory modules plus 2 alternative compulsory modules equating to 120 credits for the PG Diploma and 6 compulsory modules plus 2 alternative compulsory modules equating to 180 credits for the MSc.

Module Number	Module Name	Semester	Credits	Status	Award
P44011	Advanced History taking and assessment	1 or 2	20	Compulsory	<b>PG Cert</b> P44011, P44014, P44012, P46600
P44014	Advancing Professional Practice	2	10	Compulsory	
P44012	Diagnostic Reasoning in Practice	2	20	Compulsory	
P46600	Advanced Practice Certificate Portfolio	1 or 2	10	Compulsory for PG Cert	<b>PG Dip</b> P44011, P44014, P44012, P46601, P49210 plus 2 acceptable modules
P46601	Advanced Practice Portfolio	1 or 2	10	Compulsory for PG Dip and MSc	
P49210	Advanced Research Design	1 or 2	20	Compulsory for PG Dip and MSc	<b>MSc</b> P44011, P44014, P44012, P46601, P49210, P49215 plus 2 acceptable modules
P49215	Dissertation	1 or 2	60	Compulsory for MSc	

### The Alternative Compulsory modules for MSc & PG Diploma:

2 credits from

- P40204 Living with Cancer in Contemporary Society Semester 1
- P40205 Tackling Cancer: UK and International Perspectives Semester 2
- P40206 Applied Cancer Biology Semester 2
- P40214 Advanced Symptom Management Semester 2
- P40610 Rehabilitation: Application of the ICF Semester 1
- P40611 Physiological Bases to Musculoskeletal & Neurological Rehab Semester 1
- P40612 The Evidence Base of Rehabilitation Practice Semester 2
- P40613 Disability: Individual and Global Perspectives Semester 2
- P41010 Palliative Care for Children and their Families(double) Summer and 1
- P44050 Non-Medical Prescribing (v300)(double) Semesters 1 and 2 or Semester 2 and Summer
- P44051 Independent & Supplementary Prescribing (AHP) V300(double) Semesters 1 and 2 or Semester 2 and Summer
- P44410 Creating Frameworks for Learning Semester 1 or 2
- P44611 Foundations in Public Health Semester 1
- P44612 Epidemiology Semester 2
- P44614 Advanced Health Promotion Semester 2
- P44615 Communicable Diseases and Public Health Semester 2
- P44616 Data Analysis and Interpretation Semester 1
- P44811 Operational Management in Health and Social Care Semester 1
- P44813 Finance in Health & Social Care Semester 2
- P44816 Human Resource Management in Health and Social Care Semester 2

- P44820 Leadership in Health and Social Care Semester 1 or 2
- P46650 Planning and Managing Clinical Trials Semester 1 or 2
- P49203 Evidence Based Practice Semester 2
- P49212 Work-based Learning(double) Semester 1 and 2 or 2 and 1
- P49213 Work-based Learning Semester 1 or 2 or Summer
- P49214 Independent Study Semester 1 or 2 or Summer
- P44015 Assessing and Managing Minor Injuries and Illnesses(double) Semesters 2 and Summer

## 4.2 Professional requirements

N/A

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## SECTION 5: PROGRAMME DELIVERY

### 5.1 Teaching, Learning and Assessment

The teaching, learning and assessment strategy of the programme reflects its interprofessional, student-centred, patient-centred and practice-focused approach. Each module has an appropriate division between structured learning activities and private study. Opportunities for sharing existing and developing skills, knowledge and experience, are maximised. In order to make the most of the range of experience, skills and knowledge within the group, a variety of teaching and learning strategies will be employed. This is to encourage development of critical self-awareness and personal literacy within the context of both academic and research literacy. The following outlines how the teaching and learning strategies link with the following post graduate attributes:

1. Academic Literacy
2. Research Literacy
3. Critical self-awareness and personal literacy
4. Digital and information literacy
5. Active citizenship

Critical self-reflection is encouraged as a means of keeping a focus on the development of individual practice (1,2,3).

An opportunity to negotiate the specific details of some assessments to ensure that they are relevant to the development of your Health and Social Care practice (1-5).

Tutorials are used to develop the student's focus on their own practice, and their own learning needs (1, 3).

Group activities (e.g. action learning cycles, seminars, workshops, presentations) are used as a means of sharing knowledge, experience and skills, developing critical skills, and emphasising the interprofessional nature of health care (1-5).

Presentation skills are developed through student-led seminars, presentations to peers, and some of the assessments (1-4)

Portfolios and profiling are used as a means of showing evidence of developing skills, knowledge and experience, of personal achievement, and providing the tangible building blocks for life-long learning (1-5).

### Assessment

Assessment plays a key role in ensuring development and demonstrates the required knowledge and skills to successfully complete the programme. The University has developed an Assessment Compact to make explicit what the expectation of the University is in terms of assessment and gaining feedback on performance as well as responsibilities for in engaging in these processes.

The types of assessments used within this programme are varied, including coursework (including reflective essays, critical analysis of evidence based practice, research proposal), Objective Structure Clinical Examination (OSCEs), and portfolios. These are chosen because of their appropriateness for individual module and programme learning outcomes and content, the academic standard expected and the different styles of learning that students' exhibit. Assessments are used to give an opportunity

to demonstrate knowledge as well as the critical and reflective analysis required for professional practice. The assessments will also provide an opportunity to experience a range of post graduate attributes that will prove valuable in the student's future career.

## **5.2 Assessment regulations**

The programme conforms to the University Regulations:

<http://www.brookes.ac.uk/brookesnet/graduateoffice/documents/pgtregs2010.pdf>

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## **SECTION 6: ADMISSIONS**

### **6.1 Entry criteria**

UK or overseas degree from a recognised institution or equivalent professional or other qualification.

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Students must hold professional registration with the relevant Professional Body in the UK. Students must have a minimum of three years post-registration experience.

Engaged in professional practice in the UK in a role in which they can achieve the clinical skills required.

Have access to an appropriate clinical supervisor within that area

Support of their line manager

Have British Council IELTS: overall score of level 7 or above.

### **6.2 CRB checks**

N/A

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## **SECTION 7: STUDENT SUPPORT AND GUIDANCE**

Sources of help and advice include:

- Course and supervisor handbooks are provided on Moodle
- Module Handbooks are available on Moodle and students are provided with instruction about how to access them
- Subject Co-ordinator/Academic Adviser is responsible for the on-going programme management and advising students on their progression
- Module Leaders provide information related to their module and are responsible to the programme lead for the quality of the learning experience for students undertaking that module
- A practice-based Clinical Supervisor and a Professional Supervisor support the student in practice throughout their programme. The Clinical Supervisor has a role in practice
- assessment, whilst the Professional Supervisor should support and challenge the student in their professional learning and development.
- Study skills development and library services
- Student support co-ordinators provide advice on using university services and pastoral care
- Programme administrator for queries about applications, enrolment or funding
- OBIS for IT/computer access issues

Digital and learning technologists for advice and support in engaging with online learning activities

## **SECTION 8: GRADUATE EMPLOYABILITY**

Students who have completed this programme have been employed into advanced practice posts within a wide range of health and social care settings. A percentage of students (n=5%) have successfully been appointed into nurse consultant posts across the country.

## **SECTION 9: LINKS WITH EMPLOYERS**

A valuable part of the programme team includes a lecturer practitioner who holds a joint post with both the university and a local NHS trust. Each member of the programme team either research or undertake clinical practice relevant to the programme. The programme leader has regular contact with all trusts within South Central Strategic Health Authority and is actively involved in the partnership with research and education with a large local teaching trust. All students studying on this programme have a requirement to be employed in a relevant clinical setting and have their managers support to undertake the programme thus ensuring close links with the programme team and employers. NHS trusts that regularly support students to complete the programme are invited to programme development meetings and annual reviews to ensure partnership working.

## **SECTION 10: QUALITY MANAGEMENT**

### **Indicators of quality/methods for evaluating the quality of provision include:**

The MSc/PGDip/PGCert Advanced Practice (clinical) will sit with other postgraduate courses in the Advanced Practice Cluster. Quality will be evaluated via external examiner reports; annual and periodic programme review; student module evaluation; stakeholder engagement, such as the Trust Education Leads and partners within the Trusts where students are employed. Student representation will be managed via the subject co-ordinator.

### **Indicators of quality/methods for evaluating the quality of provision**

The Programme Committee consists of:

- A chair (Usually the subject coordinator). The programme leader
- All course team members
- A student representative(s), elected by students
- Subject Librarian from Oxford Brookes University
- User group representatives (where possible)

The Programme Committee, which meets once each semester, is specifically responsible for:

- Dealing with any matters of programme administration, teaching and student support
- Reviewing the module evaluations for each module
- Making appropriate recommendations for changes in modules or programme rules
- Nominating external examiners

### **Module Review**

Throughout the modules students will be given an opportunity to evaluate how things are going. At the end of each module students will be asked to contribute to a formal module evaluation. The module leader will produce a module review drawn from these evaluations, and will form part of an annual programme review.

Module evaluation is regarded as an important contribution to the on-going development of the course content and to the quality of learning opportunities.

### **Annual Review**

The process of annual review allows for a critical appraisal of all of the courses, including strengths, limitations, achievements, areas of concern and areas for improvement, leading to an action plan for the subsequent year. The preparation of the annual review will involve all course team members and feedback from students in order to produce a balanced and informed judgement about the programme. The review will be submitted to the Faculty Board for consideration and to inform the Faculty annual review.



**External Examiner**

The course has one external examiner who is responsible for taking an overview of the quality of the student learning experience. This includes regularly seeing examples of students' assessed work, and the feedback given to them, as well as an opportunity to visit them in clinical practice if requested. The external examiner is also consulted on any proposed changes to any of the courses.