

PROGRAMME SPECIFICATION

MSc Advancing Practice

1.	Awarding Institution / Body	University of Worcester
2.	Teaching Institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	MSc
5.	Programme Title	MSc Advancing Practice
6.	Pathways Available	MSc Advancing Practice MSc Advancing Practice (Healthcare Management and Leadership) MSc Advancing Practice (Advanced Clinical Practice)
7.	Mode and / or site of delivery	Taught sessions and blended learning delivered at UW. Delivery is across the 12 weeks of the semester or in blocks of typically 2 days. Normally 9.30-4.30. Daytime, weekdays.
8.	Mode of Attendance	Part time and full time.
9.	UCAS Code	N/A
10.	Subject Benchmark Statement and / or Professional Body Statement	Some of the individual modules are aligned to NHS, RCN or NMC frameworks. See Section 16 for details.
11.	Date of Programme Specification preparation/ revision	Revised and re-approved Audit and Review Committee July 2012, August and October 2014 (Regulations) Revision through IQC May 2015, Award map Dec 2015, August 2016 (Regulations amended - Section 20), October 2016 latest optional modules added. MSAP4051 module title revised December 2016

12. Educational Aims of the Programme

The MSc Advancing Practice (MAP) provides a developmental route for health care professionals with a degree and a route for professionals without a degree to access postgraduate education. The MAP programme encompasses advanced level practice as well as providing developmental routes for practitioners and non-practitioners who work in health care practice or intend to move in that direction. In addition to the generic MSc, there are two named pathways, Healthcare Management and Leadership, and Clinical Practitioner. Most students will study part time whilst working full time in the NHS. Students have up to 6 years to complete their programme on a part time basis. Students may be sponsored by their NHS employers who also commission places on the programme.

International Strategy

The Healthcare Management and Leadership pathway offers a route through the MSc for international students with a degree in a health related subject. This pathway is designed to meet the needs of students from overseas with health care backgrounds who are not able to undertake clinical modules because they are not registered to work in the UK. Students will undertake the mandatory modules (MSAP4001 and MSAP 4002), Leading and Managing People (MSAP 4071 20 credits), Leading and Managing Change for Quality Improvement module (MSAP4072 40 credits), one optional module and the dissertation.

The optional modules can be chosen from: Principles of Law for Health and Social Care (MSAP4051, 20 credits), or a single Negotiated Learning module (MSAP4080 20 credits), from the optional modules available in MAP. Alternatively, there are 2 20 credit modules that can be studied as optional modules from MSc Public Health: - Global Health MSAP 4005 20 credits), Climate Change, Sustainability and Public Health (MSPH 4007 20 credits).

This will create a clear pathway which can be undertaken in one year which is also available to UK students. International students are also able to undertake the generic MSc Advancing Practice or the Postgraduate Certificate Teacher in Health and Social Care.

The programme aims to provide:

- a flexible, multidisciplinary, student centred route to postgraduate achievement.
- a stimulating environment based on the values of academic freedom, ethical awareness and critical appraisal.
- intellectual challenge through the promotion of critical analysis, evaluation and problem solving.
- an environment in which students gain the confidence to feel they can shape future health and social care provision and delivery by challenging and enhancing current practice and approaches.
- modules which develop critical reflection, originality, critique and synthesis to inform evidence based practice.
- the opportunity for the student to challenge their own values and attitudes and develop new ways of thinking in a supportive environment.
- a critical appreciation of the varying perspectives and values of health and social care professionals, service users, carers and cultures.
- an opportunity for practitioners to develop autonomy, self-management, leadership skills, decision making skills, collaboration skills, high level communication and dissemination skills and clinical competence in a supportive environment.
- an opportunity to design and conduct, with support, a substantive, independent, research project, in response to organisational need, with the potential to innovate new practices and influence change
- increased opportunities for career advancement.

13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods

Subject Specific Learning Outcomes

The subject specific learning outcomes are achievable throughout the modules.

On successful completion of the PG Cert or PG Dip, students will be able to:

1. Demonstrate comprehensive and systematic advanced understanding and critical assessment of the core issues and knowledge bases of health and social care practice such as epidemiology, physiology, demography, social, political, ethical and professional trends and developments as they relate to their own discipline.
2. Critically evaluate research and enquiry methodologies relevant to the field of health and social care.
3. Critically and with originality, apply the appropriate enquiry techniques and awareness of the core issues to explore current practice to create new understandings
4. Synthesise evidence at the forefront of the discipline, from empirical research, theory, practice, reflection and critical evaluation to make appropriate practice and professional decisions which improve and innovate practices.
5. Demonstrate commitment to the development of self and others, the ability to work independently with autonomy and self-management while collaboratively exercising leadership.

6. Use judgement and make decisions with autonomy, professionalism and self-reflection in complex and unpredictable contexts.
7. Communicate complex ideas verbally and in writing, with a high level of fluency and scholarly expertise.

On successful completion of the MSc, students will be able to:

8. Independently design and conduct an original research project using theory and techniques from health and social care.

Generic and Transferable Learning Outcomes:

On successful completion of the PG Cert, PG Dip or MSc, students will be able to:

1. Demonstrate a high level of critical appraisal, self-reflection, competence and judgment in retrieving, evaluating and communicating information.
2. Work collaboratively, with professionalism, self-awareness and compassion towards group goals.
3. Work independently, making decisions in complex situations, with self-direction and self-management to achieve their own personal and professional goals.

The programme is holistic in its conception with each module being capable of standing alone therefore the learning outcomes can be met across the whole programme. Where the emphasis on some outcomes is greater in some modules, this is identified in the learning outcome table in the MSc Advancing Practice Handbook. Similarly the assessments are designed to assess a breadth of knowledge, cognitive, practical and transferrable skills. The transferrable skills likewise are embedded in each module.

Teaching and Learning Methods

- The aim throughout the programme is to include a minimum of didactic teaching. Where this is used it is interspersed with discussion and analysis of cases, policies and examples from the health and social care sector. All lecturers are previously practitioners and have a wealth of experience to draw on.
- All modules emphasise self-directed autonomous learning with students applying learning outcomes and content to their own particular speciality, discipline and, where relevant, practice, with subsequent discussion to compare and contrast experiences with other professionals and disciplines. For instance in MSAP4002 students apply each stage of the research design process to a question of their own choosing from their own discipline in a self-directed session.
- The programme includes a large degree of group discussion and debate as a key feature of the programme identified by students is networking and learning from other participants. Therefore participation is encouraged and required throughout.
- MSAP4040 & MSAP4041 utilise Enquiry Based Learning with students choosing their own enquiries and the approach they will take.
- Tutorials are a key aspect of the learning strategy with student being encouraged to share their assessment plans with tutors and peers. MSAP4001 and MSAP4002 include sessions where students share their assessment plan in groups with peers and receive structured questions and feedback.
- Each module is linked to its own VLE on Blackboard.
- Some modules are delivered by a blend of face to face and online sessions, some are wholly online. Some modules use Virtual World, Pebblepad and Moodle as well as Blackboard.

14. Assessment Strategy

The assessment is based on 4 key principles:

Adaptability: all the assessment items allow the student to match their interests, needs and discipline.

Utility: Students are encouraged to use topics which will enable them to explore issues and questions from their own speciality with a view to innovating and enhancing practise. E.g. MSAP4001 and MSAP4002.

Learning: The assessments are seen as powerful opportunities for personal, focused learning and developing self-management and self-direction; they are a central aspect of the learning process. In MSAP4020, MSAP4040 and MSAP4041 the assignments help students to develop interpersonal and prescribing skills and collaboration and leadership skills.

Practice focused: Many students are in clinical practice or intend to go into practice. In MSAP4020, MSAP4031, MSAP4160 & MSAP4021 students are assessed in their practice by practitioners. In another aspect of the assessment, they critically reflect on cases from their practice. Students are able to utilise practice situations as a context or contribution for any of their assignments.

Support is given to help the student to apply the module learning outcomes to their assignment through written guidance in the module guide and in tutorials.

Assessments either occur at the end of modules or are based on work fulfilled over the length of the module. For instance, in MSAP4020 part of the assessment is critical reflection on practice situations which have occurred during the module.

Assessments are innovative and varied, for instance, including Objective Structured Competency Examinations (OSCEs) which are practical examinations based on cases and using actors role playing patients in MSAP4020, MSAP4160 & MSAP4021. In MSAP4040 and MSAP4041 the assessment is predominantly based on Enquiry Based Learning.

All modules have some form of formative assessment which helps students prepare for the summative assessment, presented in the module guide. This enables module leaders to identify at an early stage any issues with students' academic development and also enables students to self-assess and ensure they are preparing appropriately for the assignment. Feedback is directly linked to learning outcomes and assessment criteria.

The programme uses Masters level descriptors for assessment of assignments which are aligned to the University's Masters Level Assessment Criteria.

15. Programme structures and requirements

MSc Advancing Practice

Level 7	Module	Credits	Status
MSAP4001	Challenging and Enhancing Service Delivery	20	M
MSAP4002	Research Methods in Healthcare	20	M
MSAP4005	Dissertation One	40	It is mandatory to achieve one Dissertation Module
MSAP4006	Dissertation Two	60	

Students must complete 180 credits in total, including the mandatory modules listed above. In addition to the mandatory modules, students must choose *optional modules totalling 80 or 100 credits, depending on the size of dissertation chosen.

MSc Advancing Practice (Healthcare Management and Leadership)

Level 7	Module	Credits	Status
MSAP4001	Challenging and Enhancing Service Delivery	20	M
MSAP4002	Research Methods in Healthcare	20	M
MSAP4071	Leading and Managing People	20	M
MSAP4072	Leading and Managing Change for Quality Improvement	40	M
MSAP4006	Dissertation Two	60	M
Students must complete 180 credits in total including the mandatory modules listed above. In addition to the mandatory modules, students must choose one *optional 20 credit module from the following:			
MSAP4051	Principles of Law for Health and Social Care	20	O
MSAP4080	Negotiated Learning	20	O
MSAP4090	Group Negotiated Learning	20	O

MSc Advancing Practice (Advanced Clinical Practice)

Level 7	Module	Credits	Status
MSAP4001	Challenging and Enhancing Service Delivery	20	M
MSAP4002	Research Methods in Healthcare	20	M
MSAP4020 MSAP4031 MSAP4160	Either Advanced Adult Health Assessment Or Newborn Physical Examination Or Advanced Paediatric Health Assessment	40	M
MSAP4005 OR	Dissertation One *If this dissertation is chosen, the student must choose one additional 20 credit option module.	40	It is mandatory to achieve one Dissertation Module
MSAP4006	Dissertation Two	60	
Students must complete 180 credits in total, including the mandatory modules listed above. A student choosing the 60 credit dissertation must choose one *optional 20 credit module. A student choosing the 40 credit dissertation must also choose *optional modules totalling 40 credits			

MSc Advancing Practice

One year Full time and International recommended route

Level 7	Module	Credits	Status
SEMESTER ONE			
MSAP4001	Challenging and Enhancing Services	20	M
MSAP4002	Research Methods in Healthcare	20	M
MSAP4071	Leading and Managing People	20	M
SEMESTER TWO/THREE			
MSAP4006	Dissertation Two	60	M

Students must complete 180 credits in total, including the mandatory modules listed above. In addition to the mandatory modules, students must choose 2 *optional 20 credit modules from the following or one 40 credit module :			
MSAP4051	Principles of Law for Health and Social Care	20	O
MSAP4072	Leading and Managing Change for Quality Improvement	40	O
MSAP4080	Negotiated Learning	20	O
MSAP4085	Negotiated learning	40	O
MSAP4090	Group Negotiated Learning	20	O
MSPH4005	Global Health	20	O
MSAP 4007	Climate change and public health	20	O

* A full list of optional modules for this year can be found on [page 12](#) of this programme specification.

16. QAA and Professional Academic Standards and Quality

This award is located at level 7 of the FHEQ. The following sources have been used throughout the programme:

- [QAA \(2010\) Masters Degree Characteristics](#) (Whole programme)
- [QAA \(2008\)The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland, Masters level](#) (Whole course)
- [NHS \(2010\) NHS National Leadership Framework](#) (MSAP4070 & MSAP4071)
- [Department of Health \(2010\) Advanced Level Practice: A Position Statement](#) (All modules)
- [RCN \(2010\) Advanced Nurse Practitioners: An RCN Guide to the Advanced Nurse Practitioner Role, Competencies and Programme Accreditation](#) (MSAP4020)
- [NMC: The proposed framework for the standard for post-registration nursing \(2005\)](#) (MSAP4020)
- MASH4020, MASH4021, MSAP4031 & MSAP4160 have been guided by the [QAA Code of Practice on Workbased and Placement Learning \(2007\)](#).
- E learning elements have been guided by the [QAA Code of Practice on Collaborative Provision and Flexible and Distributed Learning \(including e-learning\) \(2010\)](#)

MSAP4021 is approved by the NMC in accordance with:

- [NMC \(2006\) Standards of Proficiency for Non-Medical Prescribers](#) (MSAP4021)
- DH (2005) Supplementary Prescribing by Nurses, Pharmacists Chiropodists/Podiatrists, Physiotherapists and Radiographers within the NHS in England (MSAP4021)

MSAP4022 is approved by and in accordance with the General Pharmaceutical Council (GPhC)

- <http://www.pharmacyregulation.org/sites/default/files/Pharmacist%20Independent%20Prescribing%20-%20Learning%20Outcomes%20and%20Indicative%20Content.pdf>

MSAP4039, MSAP4040 & MSAP4041 are approved by the NMC in accordance with:

- [NMC \(2008\) Standards to Support Learning and Teaching in Practice](#) (MSAP4040 & 4041)

17. Support for students

A full range of pastoral and academic support services are available for students which can be accessed via the [Student Homepage](#).

Specific to the programme:

- Some students may be invited to interview depending on their application information. During the application process all students are advised that they are welcome to visit the programme leader to discuss the course.
- There is extensive programme information on Webpages, in module flyers, in the MAP booklet and in the programme handbook.
- Module leaders and personal academic tutors provide an exceptional level of individual academic support and encouragement to students. The team are always aware of the competing pressures on students and the difficulties of returning to study alongside a busy job and family. Tutorial support is personal and flexible and proactive; it is tailored to the particular needs of students who are known to the team over a long period of time.
- Prior to commencing the course, students are invited to attend an induction day that will familiarise them with the University, the IHS and the course. They can meet representatives from Student Services, Registry Services, Library Services and ICT and hear more about their services as well as meeting the programme team.
- All students are allocated a personal academic tutor for the duration of the course.
- International students have access to a full range of support provided by the International Centre. They are also allocated a dedicated specialist International Personal Tutor (IPT) who offers extensive pastoral and personal support in adjusting to academic life and life in the UK. The IPT also undertakes formative assessment and academic development support in semester one to identify academic problems which might affect progress and to address them with the help of the other module leaders.
- There is a MAP Community website via Blackboard which will provide ongoing support, information and a way of enabling students to interact with each other.
- Each module has a module outline and webpages linked to the module.
- Most modules have a visit from the ILS link librarian on the first day.
- All dissertation students have a supervisor allocated from first contact and throughout the proposal writing and dissertation process.
- All module leaders provide individual academic support through module assessment specific tutorials in addition to personal academic tutor support.

18. Admissions Policy

Entry requirements

- an honours degree at 2:2 level or above in a health related subject or equivalent professional qualifications, experience and evidence of continuing professional development in appropriate areas. A detailed MAP Admission Policy explaining the evidence students can offer to support their application if they do not meet the entry requirements is available on request.
- Some modules may require specific entry criteria if they are associated with awards from a regulatory body such as the NMC or HPC. Some modules may also require access to appropriate workplace assessment and experience and managers approval.
- Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. IELTS 6.5, with a minimum of 6.0 in each element, or equivalent).
- In addition, students may be required to undertake the module “English for Specific Purposes – Health and Social Care” during the University Induction period.
- International students must hold a qualification equivalent to a UK first or second class honours degree

- UK students being sponsored by their employer must provide evidence of employer approval and payment agreement.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111. The programme has a specialist RPL advisor who will assist with RPL applications.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions Procedures

- All applications will be via the Admissions office and seen by the programme leader.
- Students will be invited for interview with the programme leader and another member of the team in the following circumstances:
 - when they do not have a good honours degree,
 - where the student requests,
 - when the module choice is unclear,
 - where there is a need to discuss module entry criteria.
 - In the case of International students interviews may be conducted by phone or video conference/Skype.
 - Applicants who do not meet the entry criteria may be required to undertake a piece of work to ascertain if the programme will be appropriate for them. Full support is given to help students without degrees to access the programme.

Admissions/Selection Criteria

Students are offered a place when the programme leader confirms that that the applicant meets the entry criteria.

19. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

- Students evaluate modules at the midpoint and end of each module. Collated evaluations are placed online with the module leaders' response and action plan and uploaded onto Blackboard. Evaluations are reviewed by the programme leader and in programme management committees by the whole team. The collated student evaluations are made available to the education leads at the local NHS Trusts in respect of sponsored students.
- Annual Evaluation Reports
- External Examiner Reports
- Peer learning through observation.
- Programme Management Committee
- Post exam board moderation
- The staff appraisals of members of the programme team inform scholarly activities such as research, publication and conference presentations.
- Overall programme evaluation takes place via classroom evaluations and the MAP Community Website on Blackboard.

20. Regulation of Assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

<i>Award</i>	<i>Requirement</i>
Post Graduate Certificate in Advancing Practice	Pass a minimum of 60 credits at Level 7, as specified on the award map. Must include MSAP4001
Post Graduate Certificate in Teacher in Health and Social Care	Pass a minimum of 60 credits at Level 7, as specified on the award map. Must include MSAP4040 and MSAP4041
Post Graduate Certificate in Advanced Health Assessment and Clinical Decision Making	Pass a minimum of 60 credits at level 7, as specified on the award map. Must include MSAP4001 and MSAP4020
Post Graduate Diploma in Advancing Practice	Pass a minimum of 120 credits at Level 7, as specified on the award map. Must include MSAP4001 and MSAP4002
Post Graduate Diploma in Advancing Practice (Advanced Clinical Practice)	Pass a minimum of 120 credits at Level 7, as specified on the award map. Must include MSAP4001 and MSAP4002, MSAP4020 or msap4160 or MSAP4031

Masters in Advancing Practice	Pass a minimum of 180 credits at Level 7, as specified on the award map, including a minimum of 40 credits from the Dissertation. <i>Requirements for the specialist MSc awards are given in section 15.</i>
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PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

Other awards available;

[Post Graduate Award in Professional Development: Practice Certificate in Independent Prescribing](#)

[PG Cert Teacher in Health and Social Care](#)

21. Indicators of Quality and Standards

- MSAP4021 (Non-Medical Prescribing) has undergone both periodic review and NMC re-approval in 2012. The programme was approved with no conditions; no recommendations and outstanding on 3 counts. *'The Team were commended on the strong and effective Partnership working and ownership of the programme by both practitioners and academics and Information and Learning Support Services to provide high levels of student support.'* The module team were commended for how they *'actively engage with local Stakeholders'*, the *'good support in both the academic and work-based learning Environments'*, with *'the use of the online learning resource being commended as practice worthy of sharing with others'*.
- MSAP4022 (Practice certificate in Pharmacist Independent Prescribing) was approved by The GPHC in September 2014
- MSAP4039: Mentorship for Assessment in Practice was subject to NMC monitoring in April 2016. At the NMC review Mentorship for Assessment in Practice achieved 'met' in all five categories. The NMC highlighted one area of good practice in particular which they included in their monthly NMC newsletter, student mentors invite the pre-registration student they are working with along for a morning session. During this session they work through a series of activities related to planning the learning experience.

22. Graduate destinations, employability and links with employers

- Students are encouraged to progress to PhD and the team is committed to exploring more ways in which to support students in progressing to PhD in future.
- Almost all students are already in employment therefore their aim following the course, is usually to focus on introducing more effective ways of working within their Trusts. There are many examples of MAP students utilising MAP modules and the dissertation with the support and facilitation of the lecturing staff to develop innovatory working practices across the region both during and following their course.
- A number of students have enhanced their careers by achieving the MSc Advancing Practice.
- The Programme Leader and Programme Team work closely with partners in the local NHS economy to ensure the programme is current and meets national and local policy drivers.
- The programme ensures leaders and managers are well equipped to undertake the challenges of improving and managing quality in the modern health service.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to

achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines.

***Optional modules available 2016/17**

					Requirements			
Module	MSc Level 7 Credits	Status	Prereq.	MSc Advancing Practice	MSc Advancing Practice (Healthcare Leadership and Management)	MSc Advancing Practice (Advanced Clinical Practice)	MSc Advancing Practice (International Recommended Pathway)	
MSAP4001	Challenging and Enhancing Service Delivery	20	M	None	M	M	M	
MSAP4002	Research Methods in Healthcare	20	M	None	M	M	M	
MSAP4071	Leading and Managing People	20	O	None	O	M	O	
MSAP4072	Leading and Managing Change for Quality Improvement	40	O	None	O	M	Excluded	
MSAP4051	Healthcare Law and Ethics	20	O	None	O	O	O	
MSAP4020	Advanced Adult Health Assessment	40	O	UW Criteria	O	Excluded	M*	
MSAP4160	Advanced Paediatric Health Assessment	40	O	UW Criteria	O	Excluded	M*	
MSAP4021	Non-Medical and Supplementary Prescribing	40	O	NMC Criteria	O	Excluded	O	
MSAP4040	Facilitating Learning	40	O	NMC Criteria	O	Excluded	Excluded	
MSAP4041	Context of Learning and Leading Learning	20	O	NMC criteria	O	Excluded	Excluded	
MSAP4022	Practice Certificate in Pharmacist independent Prescribing	40	O	GPhC criteria	O	Excluded	O	
MSAP4031	Newborn Physical Examination	40	O	UW Criteria	O	Excluded	M*	
MSAP4161	The Context of Paediatric Palliative Care	20	O	None	O	Excluded	Excluded	
MSAP4112	Leading Person Centred Services for people living with Dementia	20	O	None	O	Excluded	Excluded	
MSAP4110	Working with Dementia-applying the Admiral Nursing Framework	20	O	None	O	Excluded	Excluded	
MSAP4114	Advanced Practice in Delivering Person Centred Dementia Care	20	O	None	O	Excluded	Excluded	
MSAP4039	Mentorship for Assessment Practice	20	O	None	O	Excluded	Excluded	
MSAP4051	Enabling others stage 2	20	O	None	O	Excluded	Excluded	
MSPH4005	Global Health	20	O	None	O	Excluded	Excluded	
MSPH4006	Community Focussed health Improvement in the United Kingdom	20	O	None	O	Excluded	Excluded	
MSPH4007	Climate Change and Public Health	20	O	None	O	Excluded	Excluded	
MSPH4008	Health and Social Care Quality	20	O	None	O	Excluded	Excluded	
MSAP4080	Negotiated Learning One	20	O	None	O	O	Excluded	
MSAP4081	Negotiated Learning Two	20	O	None	O	Excluded	O	
MSAP4082	Negotiated Learning Three	20	O	None	O	Excluded	O	
MSAP4083	Negotiated Learning Four	20	O	None	O	Excluded	O	
MSAP4084	Negotiated Learning Five	20	O	None	O	Excluded	O	
MSAP4085	Negotiated Learning (double) One	40	O	None	O	Excluded	O	
MSAP4086	Negotiated Learning (double) Two	40	O	None	O	Excluded	O	
MSAP4090	Group Negotiated Learning One	20	O	None	O	O	O	
MSAP4095	Group Negotiated Learning (double) One	40	O	None	O	Excluded	O	
							*Either MSAP4020,4031 or 4160 mandatory for the award of Advanced Clinical Practice	
MSAP4005	Dissertation One	40	It is mandatory to achieve ONE Dissertation Module	None	M + 100 credits*	Excluded	M + 20 Credits*	
MSAP4006	Dissertation Two	60		None	M + 80 credits*	M	M	

KEY M – Mandatory; O – Option; Prereq. – Criteria to be met before this module can be undertaken. Further details can be found in the module specification or flyer.* *from taught modules*