

Programme Specification for MSc Advancing Practice

This document applies to Academic Year 2018/19 onwards.

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	<i>University of Worcester</i> <i>Hong Kong Management Association (HKMA)</i>
3.	Programme accredited by	N/A
4.	Final award or awards	MSc
5.	Programme title	<i>Advancing Practice</i>
6.	Pathways available	Healthcare Management and Leadership Advanced Clinical Practice
7.	Mode and/or site of delivery	Taught sessions and blended learning. Delivery is across the 12 weeks of the semester or is delivered in blocks HKMA
8.	Mode of attendance and duration	<i>Full time and part time</i> Including evening and weekends.
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA (2010) Masters Degree Characteristics QAA (2008) The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland, Masters level Department of Health (2010) Advanced Level Practice: A Position Statement
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 Updated to new template April 2017 June 2017 new module added (MSAP4010) July 2017 new module for Pharmacists added MSAP4088, optional module MSAP4052 removed, amendment to admissions criteria (section 18) August 2017 MSAP4114 added to award map and minor updates to award map. February 2018 – for approval with HKMA (June 2018) August 2018 AQU amendments, minor updates

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 Advanced

Clinical Practice. 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 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

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. 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.

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
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.	MASP 4001, 4072 4020, 4021 4022, 4031 4080, 4085 4090, 4095 4005, 4006 4160, 4114	PG Cert PG Dip MSc

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Cognitive and Intellectual skills

2.	Critically evaluate research and enquiry methodologies relevant to the field of health and social care.	MSAP 4002, 4040 4071, 4041 4072, 4022 4031, 4010 4012, 4051 4080, 4085 4005, 4006	PG Cert PG Dip MSc
3.	Critically and with originality, apply the appropriate enquiry techniques and awareness of the core issues to explore current practice to create new understandings	MSAP 4002, 4051 4071, 4040 4039, 4041 4072, 4022 4031, 4080, 4085, 4005 4006, 4010 4112, 4114	PG Cert PG Dip MSc
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	MSAP 4001, 4040 4071, 4041 4072, 4022 4020, 4031 4021, 4080, 4085, 4090 4095, 4005 4006, 4160 4010, 4112 4161	PG Cert PG Dip MSc
5.	Independently design and conduct an original research project using theory and techniques from health and social care.	MSAP 4005, 4006	MSc

Skills and capabilities related to employability

6.	Demonstrate commitment to the development of self and others, the ability to work independently with autonomy and self-management while collaboratively exercising leadership.	MSAP 4002, 4051 4071, 4020 4072, 4021 4005, 4006 4040, 4041 4031, 4080, 4085, 4090 4095, 4160 4010, 4112	PG Cert PG Dip MSc
7.	Use judgement and make decisions with autonomy, professionalism and self-reflection in complex and unpredictable contexts	MSAP 4002, 4072 4071, 4051 4039, 4020 4021, 4080 4085, 4090 4095, 4031, 4160, 4010 4112	PG Cert PG Dip MSc

8.	Communicate complex ideas verbally and in writing, with a high level of fluency and scholarly expertise.	ALL	PG Cert PG Dip MSc
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Transferable/key skills

9.	Demonstrate a high level of critical appraisal, self-reflection, competence and judgment in retrieving, evaluating and communicating information	ALL	PG Cert PG Dip MSc
10.	Work collaboratively, with professionalism, self-awareness and compassion towards group goals	ALL	PG Cert PG Dip MSc
11.	Work independently, making decisions in complex situations, with self-direction and self-management to achieve their own personal and professional goals.	ALL	PG Cert PG Dip MSc

Learning, teaching and assessment

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. Therefore, participation is encouraged and required throughout. 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. 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. Each module is linked to its own VLE on Blackboard, with Virtual World, Pebble Pad and Moodle also utilised in some modules. A blended learning approach is utilised, with some modules being delivered by a blend of face to face and online sessions, some are wholly online.

Teaching

Students are taught through a combination of lead lectures, seminars, blended and on-line learning activities, work-based learning activities, group and individual tutorials, practical clinical skills sessions, enquiry based learning and self-directed and independent learning. On-line learning includes pre-reading and on-line discussion forums. Seminars focus on discussion of texts, experiences and ideas. Enquiry based learning allows students chose their own enquiries and the approach they will take. 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. Tutorials are a key aspect of the learning strategy with student being encouraged to share their assessment plans with tutors and peers, allowing structured questions and feedback. Tutorials can be face-to-face or utilise technologies such as Skype. Practical clinical skills sessions will utilise scenarios and simulated learning opportunities in the skills and simulation suite.

Personal Academic Tutors, aim to support students to develop an awareness of their own strengths and weakness, helping with the identification of the goal of completing post-graduate study. These support students to develop a reflective approach to both their study, practice experiences and the feedback they receive on their academic work. Personal Academic Tutors are students regular point of contact within the University and students should meet with them at least once each semester to discuss feedback, module choice and dissertation plans. This Personal Academic Tutorial support can be via face to face contact, email, phone or Skype.

Advancing Practice does not have modules where students are on placement, but MSAP4020, MSAP4160, MSAP4031, MSAP4021, MSAP4022 and MSAP4080 use workplace assessment in areas where students are already employed. Students are invited to evaluate the experience of being assessed in their clinical area and the module lead monitors the quality of support in the workplace, the external assessment and external mentors and examiners. The Module Outlines provide details of these systems.

Module leads and 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, flexible and proactive; it is tailored to the particular needs of students

Contact time

As many students will study Advancing Practice as a part-time student, contact teaching time will be dependent on whether they are study modules across the whole semester or in blocks, as well as the specific mandatory or optional module being studied at that time. Mandatory modules have between 108 contact teaching hours for those aiming to develop advanced clinical skills to 3 contact hours (plus individual supervision) for the dissertation modules. For many modules, this direct taught content is blended with a range of directed on-line learning activities.

Independent self-study

In addition to the contact face-to-face teaching and blended learning opportunities, students will be expected to undertake independent study for each module to allow them to fully meet the requirements of the individual module. For the mandatory modules, this ranges from 150 hours for a 20-credit module, to nearly 600 hours for the 60-credit dissertation module MSAP4006.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. All lecturers are health and care professionals, with many being previous practitioners with a wealth of experience to draw on.

Teaching is informed by research and consultancy, and as at January 2018 75% per cent of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include essays, assessed enquiry based learning, seminars, research proposal, portfolio, research project, e-presentation, OSCE, assessment of clinical competencies, oral presentations, exams.

The precise assessment requirements for an individual student will vary according to the mandatory and optional modules taken, and the pathway they are studying. A typical

formal summative assessment pattern for a student completing the Advancing Practice: Healthcare Management and Leadership is:

Written assignment, essay, research proposal, seminar, research project (dissertation), negotiated individual project/portfolio.

Feedback

Feedback will be provided on practice assessments and on formal assessments undertaken by coursework. Feedback on examination performance is available upon request from the module leader. Feedback is intended to support learning and students are encouraged to discuss it with personal academic tutors and module tutors as appropriate. We aim to provide feedback on formal course work assessments within 20 working days of hand-in.

14. Assessment strategy

The assessment strategy meets the requirements of the University's Assessment Policy 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.

Please see course handbook for a grid showing assessment methods and weightings mapped to modules and an assessment calendar of submission.

15. Programme structures and requirements

MSc Advancing Practice

Module Code	Module Title	Status			
		Mandatory (M) or Optional (O)			
		Credits (Number)	PG Cert	PG Dip	MA/MSc/ MBA
MSAP4001	Challenging and Enhancing Service Delivery	20	M	M	M
MSAP4002	Research Methods in Healthcare	20	O	M	M
MSAP4005	Dissertation One	40	-	-	M OR
MSAP4006	Dissertation Two	60			M

MSAP4010	Professional Midwifery Advocate (PMA) Shortened Programme	20	O	O	O
MSAP4071	Leading and Managing People	20	O	O	O
MSAP4072	Leading Change for Quality Improvement	40	O	O	O
MSAP4051	Principles of Law in Health and Social Care	20	O	O	O
MSAP4020	Advanced Adult Health Assessment	40	O	O	O
MSAP4021	Non-Medical Prescribing (V300)	40	O	O	O
MSAP4022	Practice Certificate in Pharmacist Independent Prescribing	40	O	O	O
MSAP4031	Newborn Physical Examination	40	O	O	O
MSAP4039	Mentorship for Assessment Practice	20	O	O	O
MSAP4040	Facilitating Learning	40	O	O	O
MSAP4041	Context of Learning and Leading Learning	20	O	O	O
MSAP4080	Negotiated Learning	20	O	O	O
MSAP4085	Negotiated Learning	40	O	O	O
MSAP4090	Group Negotiated Learning	20	O	O	O
MSAP4095	Group Negotiated Learning	40	O	O	O
MSAP4110	Working with People with Dementia	20	O	O	O
MSAP4112	Leading Person-Centred Services for People Living with Dementia	20	O	O	O
MSAP4114	Advanced Practice in Delivering Person Centred Dementia Care	40	-	O	O
MSAP4160	Advanced Paediatric Health Assessment	40	O	O	O

PG Certificate

To be awarded the PG Cert Advancing Practice students must successfully complete 60 credits at Level 7. Must Include MSAP4001.

PG Diploma

To be awarded the PG Dip in Advancing Practice students must successfully complete the PG Certificate plus MSAP4002 and optional modules to a total minimum of 120 credits at Level 7.

Masters MSc

To be awarded the Masters in Advancing Practice students must complete a total of 180 credits at Level 7 including a minimum of 40 credits from the dissertation. Must include MSAP4001 and MSAP4002.

MSc Advancing Practice (Healthcare Management and Leadership)

		Status Mandatory (M) or Optional (O)
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Module Code	Module Title	Credits (Number)	PG Cert	PG Dip	MSc
MSAP4001	Challenging and Enhancing Service Delivery	20	M	M	M
MSAP4002	Research Methods in Healthcare	20	O	M	M
MSAP4010	Professional Midwifery Advocate (PMA) Shortened Programme	20	O	O	O
MSAP4071	Leading and Managing People	20	O	O	M
MSAP4072	Leading and Managing Change for Quality Improvement	40	O	O	M
MSAP4006	Dissertation Two	60	-	-	M
MSAP4051	Principles of Law in Health and Social Care	20	O	O	O
MSAP4080	Negotiated Learning	20	O	O	O
MSAP4090	Group Negotiated Learning	20	O	O	O
PG Certificate To be awarded the PG Cert Advancing Practice (Healthcare Management and Leadership) students must successfully complete 60 credits at Level 7 <i>Must include MSAP4001</i>					
PG Diploma To be awarded the PG Advancing Practice (Healthcare Management and Leadership) students must successfully complete the PG Certificate plus MSAP4002 and optional modules to a total minimum of 120 credits at Level 7.					
Masters MSc To be awarded the Masters, students must complete a total of 180 credits at Level 7 including 60 credits from the dissertation. Must include MSAP4001, MSAP4002, MSAP4071 and MSAP4072					

MSc Advancing Practice (Advanced Clinical Practice)

Module Code	Module Title	Status Mandatory (M) or Optional (O)			
		Credits (Number)	PG Cert	PG Dip	MSc
MSAP4001	Challenging and Enhancing Service Delivery	20	M	M	M
MSAP4002	Research Methods in Healthcare	20	-	M	M
MSAP4010	Professional Midwifery Advocate (PMA) Shortened Programme	20	O	O	O
MSAP4020	Advanced Adult Assessment	40	M OR	M OR	M OR
MSAP4031	Newborn Physical Assessment	40	M OR	M OR	M OR
MSAP4160	Advanced Paediatric Assessment	40	M OR	M	M
MSPA4005	Dissertation One	20	-	O	M OR
MSAP4006	Dissertation Two	40	-	O	M

MSAP4021	Non-Medical Prescribing (V300)	40	-	O	O
MSAP4022	Practice Certificate in Independent Prescribing	40	-	O	O
MSAP4051	Principles of Law in Health and Social Care	20	-	O	O
MSAP4071	Leading and Managing People	20	-	O	O
MSAP4080	Negotiated Learning	20	-	O	O
MSAP4085	Negotiated Learning	40	-	O	O
MSAP4088	Clinical Assessment and Diagnosis for Pharmacists	20		O	O
PG Certificate To be awarded the PG Cert in Advanced Health Assessment and Clinical Decision Making students must successfully complete 60 credits at Level 7. Must Include MSAP4001 and MSAP4020 or MSAP4031 or MSAP4160					
PG Diploma To be awarded the PG Dip in Advancing Practice (Advanced Clinical Practice) students must successfully complete the PG Certificate plus optional modules to a total minimum of 120 credits at Level 7.					
Masters MSc To be awarded the Masters, students must complete a total of 180 credits at Level 7 including a minimum of 40 credits from the dissertation. Must include MSAP4001, MSAP4002 and MSAP4020 or MSAP4031 or MSAP4160					

Some modules require the student to undertake an assessment of competence and therefore have a practice based assessment component. The advanced assessment and non-medical prescribing modules contain such an assessment. Students undertaking these modules are employed in a practice role and are supported by a clinical supervisor also employed in the practice area. Students therefore do not undertake placements as such, but embed work-based learning in their daily practice.

Students opting to complete the module Professional Midwifery Advocate (PMA) Shortened Programme must be Registered Midwives who have completed the Preparation of Supervisor of Midwives (POSOM) programme and A-EQUIP e-learning training.

Please see the course handbook for a detailed schedule for the course showing how modules are delivered over the academic year and detailed information about full and part-time study.

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 \(including e-learning\) \(2010\)](#)

- MSAP4010 is underpinned by NHSE learning outcomes and competencies: [NHSE - A Model of Clinical Midwifery Supervision](#) Midwifery
- 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, Chiropractors/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

University based support is available from

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

Programme specific support:

- 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 and are encouraged to meet with them at least once each semester to discuss feedback on assignments, discuss module choice and dissertation plans.
- 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

Admissions policy

The programme and programme team seek to recruit students from a broad range of clinicians and practitioners working in health and social care settings. Typically, students have gained experience in their professional discipline and many are in senior roles both providing high quality care at the cutting edge and in a position which allows them to

influence others. The programme seeks to engage with students who have ability and potential to an enhanced contribution to their discipline.

Applications are reviewed by the admissions tutor and assessed against the programme entry requirements. Students with non-standard qualification but who believe they have the requisite experience and potential for development are encouraged to discuss their application with the admissions tutor and the programme leader ahead of submission. Applications received from candidates with non-standard entry profiles are reviewed by the programme leader and where appropriate the student is offered an interview, which can be undertaken by video conference where appropriate. Candidates where admission is not appropriate at the time of application can seek advice from the admissions tutor or programme leader on how to prepare for a subsequent application and a suggested time frame for application.

The programme benefits from a diversity of students working together and alongside one another. To that end students from a broad range of disciplines, experience, professional background, cultures, ethnicity, ability, faith and personal background are encouraged.

Entry requirements

EITHER

- An honours degree at 2:2 level or above in a health related subject

OR

- Qualifications and experience considered to be equivalent to the above. All students applying via this route will be assessed and where necessary interviewed by the Programme Leader.
- 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).
- 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.
- MSPA4010 only - must be Registered Midwives who have completed the Preparation of Supervisor of Midwives (POSOM) programme and A-EQUIP e-learning training.

When assessing a non-standard entrant's suitability for entry onto the programme candidates will need to demonstrate their potential to achieve the aims and outcomes of the programme. The candidate will also need to demonstrate that their experiences are equivalent to having achieved a 2.2 at undergraduate level. The following criteria may be taken into consideration:

- Evidence of successful academic study at level 6 or equivalent.
- Experience of working in a health setting, the roles undertaken and the level of decision making undertaken
- Ability to write in a clear, coherent and critical manner
- Demonstrate awareness of the demands of studying at postgraduate level
- Demonstrate interest and motivation for successful study on the programme
- Support from employer to undertake programme

An interview with the candidate may be undertaken and a reference from an employer that details the applicant's experiences and current (or previous) role(s) will be required. The applicant may also be asked to undertake a critical written report for consideration.

See [Taught Courses Regulatory Framework](#) (Section 2) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

Advancing Practice does not have modules where students are on placement, but a small number of modules use workplace assessment in areas where students are already employed. For these modules, an enhanced disclosure (DBS) will be required. Where this is held as a requirement of employment, the student must provide the university with evidence of current DBS disclosure. For modules requiring a DBS, this is articulated on the module specification.

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.

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.
- The programme leader presents the overall evaluation of the programme through the Programme Annual Evaluation Report which is presented at the Institute's Quality Committee. External Examiners provide annual reports and liaise with the course lead regarding academic standards.
- Peer learning provides an opportunity for staff to receive feedback on their

- approaches to learning and teaching and can be used to further development.
- A student course representative is provided with training for the role by the Student Union.
 - Course management committee meetings every semester, facilitated by the programme lead, involving course representatives, academic and practice colleagues to allow ongoing monitoring and evaluation of the programme.
 - Modifications to modules including assessment strategies are presented at the Institute of Health and Society's Institute Quality Committee and Institute of Health and Society student forum
 - A sample of all assessments are sent to the External Examiner and a post board moderation committee is held to address, consider and manage any identified issues.
 - The staff appraisals of members of the programme team inform scholarly activities such as research, publication and conference presentations.
 - A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA.
 - 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.
- 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.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessment.

Requirements for Awards

Award	Requirement
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PG Cert in Advancing Practice	Passed a minimum of 60 credits at level 7, as specified on the award map. Must include MSAP4001
PG Cert in Teacher in Health and Social Care	Passed a minimum of 60 credits at level 7, as specified on the award map. Must include MSAP4040 and MSAP4041
PG Cert in Advanced Health Assessment and Clinical Decision Making	Passed a minimum of 60 credits at level 7, as specified on the award map. Must include MSAP4001 and MSAP4020
PG Dip in Advancing Practice	Passed a minimum of 120 credits at level 7, as specified on the award map. Must include MSAP4001 and MSAP4002
PG Dip in Advancing Practice (Advanced Clinical Practice)	Passed 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	Passed 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>

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

21. Indicators of quality and standards

Achievements of Staff

Several members of the programme team are Fellows of the Higher Education Academy. All members of the programme team are research active, with over one third having or working towards doctoral level qualifications.

Working with Practice Partners

The Institute of Health and Society has excellent working relationships with its practice partners, which have been commended by a number of organisations including the NMC, Health Education England- West Midlands and external examiner reports. Practice partners have been involved in the development and delivery of this programme.

External Examiners Reports

The External Examiners' annual reports reflect the positive and constructive relationships between the programme teams and their external examiners. The programme teams have been grateful for the prompt, detailed and constructive feedback they have received from External Examiners, through interim assessment reports, meetings at examination boards, and a range of other communications where advice has been sought regarding course developments (both proposed and already in progress). In turn, the teams have been pleased to note recognition from the external examiners that not only had their support for the external examiners' work been "excellent" but that the feedback received from the programme teams had been timely, appropriate, comprehensive and well-considered. The external examiners also noted that assessment processes are robust, yet supportive of student needs. Students have been given detailed and informative feedback on their work, including feed forward on how future submissions might be further enhanced. Also of note is the recognition that external examiners have given to the involvement of both service users and their carers in the assessment process.

Skills and simulation

The dedicated Skills and simulation suite, with a team of skills technicians and a multi-professional skills and simulation team support the simulated learning agenda, further supported by a wide range of practitioners supporting the delivery of skills teaching.

In 2016, the mentorship provision was reviewed by the Nursing and Midwifery Council. The mentoring outcome confirmed all NMC standards are met.

22. Graduate destinations, employability and links with employers

Graduate destinations

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 and employing organisations. Students remain employed in a wide range of health and social care provider organisations and from a range of professional disciplines. The programme equips students to develop in their existing roles, develop new roles within their area of practice and to progress into strategic and leadership roles. As part of the journey of professional and role development students are encouraged to continue on their academic journey through access to a range of higher degrees including PhD, clinical doctorate and other taught doctorates.

Student employability

The provision offered through this programme is developed in partnership with the employers and as such is closely mapped to both the needs of the student and the needs of the employer. To that end, students exiting have specific, focused skills desirable to both local employers, but also in the wider health and social care community. Many students join the programme from practice, develop their skills and understanding through the programme and return to practice with these developed qualities and attributes tailor made to the role and role trajectory

Links with employers

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 relationship between university and employer is a mature one that has developed over a number of years. Employers and commissioners are closely involved in course management initiatives, programme development and curriculum design. Employers also contribute to the annual review process and the periodic review of programme provision.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.