### Programme Specification

<table>
<thead>
<tr>
<th>Final Award and Title</th>
<th>MSc Advanced Practice (Clinical)</th>
</tr>
</thead>
</table>
| Exit Award(s) and Title(s) | PGDip Advanced Practice (Clinical)  
PGCert Advanced Practice (Clinical) |

In the case of a student being unsuccessful in the qualificatory element of this programme in the first year the exit award will be PGCert Healthcare Studies, PGDip Healthcare Studies or MSc Healthcare Studies.

<table>
<thead>
<tr>
<th>Name of Route / Pathway / Framework</th>
<th>Clinical Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Qualifications</td>
<td>The Royal College of Nursing Accreditation Unit will record successful completion of the MSc Advanced Practice (Clinical) and will issue the RCN’S own certificate for Advanced Practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Accreditation</th>
<th>This programme (for nurses) has been accredited by the Royal College of Nursing (RCN) Centre for Professional Accreditation until September 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modes of Study</td>
<td>Blended Learning</td>
</tr>
<tr>
<td>Delivery Sites</td>
<td>All University of Cumbria campuses, gateway sites and approved partner locations.</td>
</tr>
</tbody>
</table>
| Programme Length | 1 – 2 years (Full time)  
2 - 4 years (Part time) |
| Work Based Learning | Students own workplace |

### 1. Educational Aims of the Programme

**The overall aims of the programme are:**

- **Aim 1:** Develop a comprehensive and systematic knowledge and practical understanding of how techniques of rigorous enquiry enable the critical appraisal, interpretation and application of evidence as it concerns the field of advanced practice.
- **Aim 2:** Critically evaluate modes of decision making in the area of advanced practice and the impact and interaction of judgement and decision making in complex and unpredictable situations.
- **Aim 3:** Critically appraise different models of leadership and management and apply them appropriately to enable advanced practice service development and improvement, demonstrating originality of thought and the development of strategic thinking in response to a changing and dynamic practice environment and to health
and social policy.
• Aim 4: Critically appraise a range of theoretical concepts and frameworks for collaborative working and therapeutic relationships (embracing equality and diversity), demonstrating mastery in their application and innovative approaches to multi-agency working in the arena of advanced practice, including user/carer engagement and team working.
• Aim 5: Systematically review the complex nature of sociocultural, economic, political, technological, legal, professional and ethical concepts as they apply to the field of advanced practice.

2. Programme Features and Requirements

The MSc Advanced Practice (Clinical) is designed to offer flexible opportunities that will culminate in an award that will enhance the professional development and career opportunities for nurses and allied health professionals who undertake Advanced Practice roles in healthcare.

During the first year of the programme, students undertake a Qualificatory Practice Unit (QPU) which defines the assessment of competence required in the student's practice area. The QPU has an assessment item the Objective Structured Clinical Examination (OSCE), this is a qualificatory assessment of practical competence in full patient assessment. If the student is a graduate nurse practitioner who has undertaken a programme of study approved by the Royal College of Nursing (RCN), where an OSCE was performed in the assessment strategy they will not have to undertake this item. This has been supported by the RCN, and is managed by way of APL.

Students who have previously studied Non medical Prescribing at Level 6 will be able to undertake bridging work to attain 20 level 7 credits through the APL route.

Students may exit with a PGCert in Advanced Practice (Clinical) on successful completion of 60 credits of study, and the successful completion of the Qualificatory Practice Unit as follows:
1: HPHA 7001 Clinical Decision Making in Advanced Practice
2: HPHA 7003 Leading, Developing and Improving Advanced Clinical Practice
3: HPHA 7005 Evidence for Advanced Practice
4: HPHA 9002 Learning in Advanced Practice
5. HPHA 9003 Learning in Advanced Practice

In the second year students will study the core module:
HLLG 7100 Research Methods

Following this students will have an optional 40 credits of study that can be chosen from the listed options, these options will be dependent on any APL to be applied and whether they can study Non Medical Prescribing.

Students may exit with 120 credits at the end of this year with a PGDip Advanced Practice (Clinical)

In the final year all students will undertake the following:
HLLG 7003 Dissertation

This is a 60 credit module, successful completion of this and all other modules will lead to the MSc Advanced Practice (Clinical) award being conferred.
Where a student is unsuccessful in completing the Qualificatory Practice Unit at the end of year one and has exhausted the reattempts, but has successfully achieved the academic component then a PGCert in Healthcare will be awarded, if the student opts to continue with the MSc, then they will be awarded either a PGDip or MSc Healthcare, dependent on the number of credits achieved.

3. Learning Teaching and Assessment

(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme

The programme uses a variety of methods and strategies which will ensure the development and acquisition of key knowledge and understanding. Students will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independence-based learning. Students will be engaged in activities that whilst intellectually challenging will stimulate their independence and autonomy in their professional roles.

Learning is based in academic study and in professional practice. Students are actively facilitated to apply and integrate their professional knowledge within their practice and to develop an enquiring critical approach to their study and professional practice.

Learning and assessment are considered as interrelated. Everything that the student undertakes – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity ‘specifically intended to generate feedback on performance to improve and accelerate learning’ (Nichol & McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourage and enable progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for advanced practice. Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skills development in their learning and practice contexts in order to develop their ability to make sound professional judgments.

The delivery of study, academic and digital skills are embedded and extend and adapt definitive resources available centrally through LISS, creating an opportunity to present parity in the student experience across the core and optional modules within the programme.

Service user and carer involvement is viewed as an integral part of the programme and we are actively continuing to develop their involvement in curriculum development and delivery. For example, users have been involved in the development of resources within our virtual learning community Stilwell. Practice facilitators involve service users, seeking their opinions when assessing students in their clinical environments contributing to the overall decision regarding competence. Students will also carry out a modified IPSOS-MORI patient survey devised to gain the patient perspective of the healthcare professional’s consultation with them.

(ii) Contexts For Learning

The programme is online, at a distance and therefore will use the full range of UoC digital
resources and supported communication through learning technology. Additionally documents will be used that are not always Word based but that are PDF’s allowing for viewing from multiple platforms.

The use of Pod-casts and spoken assessment feedback will be embedded into the programme to engage students in multiple platforms of learning styles. Students will also be engaged in the use or virtual learning environment Blackboard. Blackboard is a dynamic learning environment where students learn not only through guided study, but also through their interactions between other students in their group, there is cross fertilisation of knowledge and skill sets from the different students perspectives and this then breeds an inquiring mind set, that not only understands their own area of care but how that differs within different areas of health provision. The weekly work on Blackboard affords students the opportunity to write at Masters level and develop their writing styles and also be given formative feedback by tutors that assists them in the development of their style and ultimately in their written assignments. In addition, we make use of our virtual learning community Stilwell. Stilwell is a multi-media environment which tells the story of a community and the people who live there. It is a rich and comprehensive resource of video, case studies and other texts, linked through a powerful interwoven structure based on the community itself. Stilwell provides a unique educational opportunity as it is a dynamic environment, where individuals interact with each other and society around them. It has been used extensively by students and staff in a variety of disciplines, including local NHS, social care (nurses, paramedics, social workers, rehabilitation and therapists), local government and the police.

Non Medical Prescribing has its own regulations that govern how students study this module and there is at present a requirement to attend the University for intensive sessions, backed up by online learning.

Workplace learning is supported by a clinical facilitator and role champion who facilitate and support the underpinning contextual knowledge and practical skills, and assist in embedding employable knowledge within the curriculum. The Personal tutor engages with the student and facilitator in practice through the use of practice reviews. There is a wide range of documents that are accessible digitally for the students and facilitator to access and utilize in the work place environment.

Students are also supported in the online environment with clinical workshops that are peer and tutor led and offer an opportunity for students to all discuss current clinical issues that are not specifically module based, but, contribute to professional practice and learning.

### (iii) Learning, Teaching and Assessment Methods

Acquisition of knowledge and understanding is through a combination of the following:

- Use of virtual electronic learning environment
- Online and class based workshop activities
- Facilitated discussion and debate
- Student presentations of case studies
- Problem based learning
- Work based learning exercises
- Practice based learning
- Reflection on professional practice
- Dissertation

Practice based learning is facilitated by a designated facilitator within an audited relevant
working environment, supported by the University. Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skills development in their learning and practice contexts in order to develop their ability to make sound professional judgments.

The delivery of study, academic and digital skills are embedded within the induction and the full programme and extend and adapt definitive resources available centrally through LISS, creating an opportunity to achieve parity in the student experience with onsite students across core modules and student selected options.

As referred to in LTA Plan 2011-16, Contexts for learning at University of Cumbria: a) Campus-based learning experience, enhanced through the use of technology; b) Connected sites, Gateway and placement settings – providing more support online and distributed places for learning; c) Intensive programme attendance, backed up by online learning – for workplace learning, placement and professional learning and short course offers; d) Online, at-a-distance learning – utilising full range of UoC digital resources and supported communication though learning technology.

### (iv) Formative Assessment

Formative feedback is provided through the individual work and group work on Blackboard for each specific module. Each week/fortnight the students are given both individual and group feedback on their postings by their online tutor. Some of the work will be linked directly to the assessment item and therefore will be invaluable in allowing the development of writing skills at level 7.

As a student you will be working within a group and will have the opportunity to provide peer feedback to your fellow students, as may of these will be from a different nursing or healthcare professional background, this gives an invaluable opportunity for learning and support of your practice. We actively encourage peer feedback within the academic modules and students have reported how much they have felt supported by their own group members.

Formative assessment is an important feature within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple choice tests. Peer and self-assessment are also used to give students speedy feedback on formative tasks. (Reference: University of Cumbria [2011] Guidelines for Good Assessment Practice).

### 4. Programme Outcomes

The programme aims to provide a challenging academic, scholarly and practice-focused learning environment for students within which can further advance their capacity to manage complexity, taking a critical, self directed and sustained approach to learning.

**This programme provides opportunities for students to develop and demonstrate:**

#### (i) Knowledge and Understanding

At the end of the programme the student will have demonstrated a systematic understanding and critical awareness of the following areas of practice that are fundamental to advanced practice.

1. The philosophical principles, theories and policy drivers that underpin advanced
practice and the complexities of professional, ethical and legal perspectives.

2. Take a clinical history in complex situations, being systematic and creative and utilise physical examinations and diagnostic testing to enable safe problem solving, diagnostic reasoning and evidence based treatment planning.

3. Use complex reasoning, critical thinking, problem solving, reflection and analysis to inform their assessments, clinical judgements and decisions.

4. Use evidence based approaches and risk assessment in clinical decision making and be able to give a rationale for diagnosis and treatment.

5. The effect of pathophysiological, psycho-social and developmental factors upon disease presentation and management.

6. Theories and research to support innovative approaches to leadership and management and develop collaborative and effective working partnerships.

7. Develops self and others through education, research and the use of audit of their own and the practice of others.

8. Develops practices and roles that are appropriate to patient and service need through understanding the implications of and applying epidemiological, demographic, social, political and professional trends and developments.


10. Working across professional, organisational and system boundaries and proactively develop and sustain new partnerships and networks to influence and improve healthcare outcomes.

(ii) Employability Skills

1. Work effectively within professional, ethical and legal frameworks, able to reflect upon own practice and that of others and take responsibility for own professional practice.

2. Work in effective partnerships with others, in a range of different situations and settings.

3. Use higher level communication skills that include verbal, non-verbal, written and electronic means to convey information.

4. Use proactive leadership, change and resource management skills, interacting effectively in teams.

5. Use information technology systems effectively to access, analyse and interpret data, research findings and the evidence base for advanced practice.

6. Manage complex situations, drawing upon and applying appropriate evidence based tools and interventions.

(iii) Qualities, Skills and Other Attributes

Intellectual Skills:
At the end of this programme successful students will be able to:

1. Make rational and sound professional judgements and use a range of techniques in relation to the assessment of health needs of individuals.

2. Seek and critically evaluate evidence based approaches to diagnostic interventions.

3. Use models of leadership and collaborative working to effectively develop partnerships with individuals, families, groups, communities and agencies working together for health improvement.

4. Influence policy and advanced practice at local, regional and national level.

**Practical / Professional Skills:**

At the end of this programme successful students will be able to:

1. Demonstrate ability to systematically and holistically search for health needs at individual, family, group and community level.

2. Plan, deliver and evaluate evidence advanced practice interventions.

3. Demonstrate the use of effective interpersonal skills for the development of therapeutic partnerships with individuals, families, groups and communities in order to support and empower them in enhancing their health and well-being.

4. Use effective communication, negotiation and leadership skills in effective collaborative working with statutory, voluntary and private agencies.

5. Undertake health assessment, screening and surveillance with individuals, families, groups and communities for health protection, prevention of ill-health and to promote health and well-being.

6. Work at all times within professional, legal and ethical codes of conduct and frameworks for practice.

**Key and Transferable Skills:**

At the end of this programme successful students will be able to:

1. Work effectively within professional, ethical and legal frameworks, able to reflect upon own practice and that of others and take responsibility for own professional practice.

2. Work in effective partnerships with others, in a range of different situations and settings.

3. Use higher level communication skills that include verbal, non-verbal, written and electronic means to convey information.

4. Use proactive leadership, change and resource management skills, interacting effectively in teams.

5. Use information technology systems effectively to access, analyse and interpret
data, research findings and the evidence base for public health practice.

6. Manage complex situations, drawing upon and applying appropriate evidence based tools and interventions.

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<thead>
<tr>
<th>5. Level Descriptors</th>
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<tbody>
<tr>
<td><strong>At HE Level 7 (Masters level),</strong> students will be able to demonstrate that they have the ability: to display a mastery of a complex and specialised area of knowledge and a critical awareness of issues at the forefront of the area of study; employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations; generate new ideas and support the achievement of desired outcomes; accept accountability for decision making including the use of supervision; analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.</td>
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<tr>
<td>Level</td>
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<tr>
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## Qualificatory Practice Unit: Learning in Advanced Practice

The aim of the learning in practice unit is for students to develop their skills in Advanced Practice in the 4 pillars of practice and their associated competencies as defined by the DoH England, Scottish Executive or Welsh Assembly Government.

**Students achieving 60 credits at Level 7 would receive a PGCert Advanced Practice (Clinical)**

<table>
<thead>
<tr>
<th>7</th>
<th>HPHA 9002 &amp; 9003</th>
<th><strong>Qualificatory Practice Unit: Learning in Advanced Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The aim of the learning in practice unit is for students to develop their skills in Advanced Practice in the 4 pillars of practice and their associated competencies as defined by the DoH England, Scottish Executive or Welsh Assembly Government.</td>
</tr>
<tr>
<td>20</td>
<td>Qualificatory</td>
<td>Must be studied with HPHA 7001, 7003 AND 7005 Must be successfully completed to gain award</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>7</th>
<th>HLLG 7100</th>
<th><strong>Research Methods</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This module will enable students to select, devise, analyse and synthesise research and evidence-based practice findings. Students will develop an advanced understanding of selected research methods and will have opportunities for acquiring appropriate research skills through study and practical experience.</td>
</tr>
<tr>
<td>20</td>
<td>Core</td>
<td></td>
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</tbody>
</table>

Students must study the equivalent of 40 credits from the optional modules offered below, or claim credit for Prior Learning (APL) modules are shared across the level 7 CPD framework and may only run if there are sufficient numbers.

Curriculum map showing the three routes that may be taken. Students will be advised of the route that pertains to them.

**Route 1 (available to all Nurses, Pharmacists and some AHP’s. Is not available to overseas students)**

**Year 1**

HPHA 7001 - Clinical Decision Making in Advanced Practice
HPHA 7003 - Clinical Decision Making in Advanced Practice
HPHA 7005 - Evidence for Advanced Practice
HPHA 9002/9003 - Qualificatory Practice Units: Learning in Advanced Practice

**Year 2**
HLLG7100 - Research Methods

**Non Medical Prescribing (consists of the following modules)**

**For nurses:**
NMLB 7111 - Principles of Prescribing Practice in the Context of Nursing, Midwifery and Specialist Community Public Health Nursing
NMLB 7117 - Developing Clinical Skills for Non Medical Prescribing Through Work Based Learning
NMLB 6244 - Pharmacology for Prescribing

**For Pharmacists:**
NMLB 7113 - Pharmacology for Prescribing
NMLB 7117 - Developing Clinical Skills for Non Medical Prescribing Through Work Based Learning
NMLB 7126 - Consultation Skills for Pharmacists

**For ALLIED HEALTH PROFESSIONALS**
NMLB7115 - Principles of Prescribing Practice in the Context of Allied Health Professionals (Supplementary prescribing)
NMLB7117 - Developing Clinical Skills for Non Medical Prescribing Through Work Based Learning
NMLB 6244 - Pharmacology for Prescribing

**Year 3**
HLLG7003 - Dissertation

**ROUTE 2** (Available to those students who have Non Medical Prescribing at Level 6 and undertake APL bridging work)

**YEAR 1**
HPHA 7001 - Clinical Decision Making in Advanced Practice
HPHA 7003 - Clinical Decision Making in Advanced Practice
HPHA 7005 - Evidence for Advanced Practice
HPHA 9002/9003 - Qualificatory Practice Units: Learning in Advanced Practice

**YEAR 2**
HLLG7100- Research Methods

**APL Bridging work for NMP uplift for 20 level 7 credits**
20 credit module from the available optional modules, decision usually made with your personal tutor

**Year 3**
ROUTE 3 available to all international students and to those students who do not wish to undertake NMP

**Year 1**
- HPHA 7001- Clinical Decision Making in Advanced Practice
- HPHA7003- Clinical Decision Making in Advanced Practice
- HPHA 7005- Evidence for Advanced Practice
- HPHA 9002/9003- Qualificatory Practice Units: Learning in Advanced Practice

**Year 2**
- HLLG7100 - Research Methods
  2 x 20 Credit modules from the available optional modules, decision usually made with your personal tutor

**Year 3**
- HLLG7003- Dissertation

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Description</th>
<th>Credit</th>
<th>Type</th>
</tr>
</thead>
</table>
| 7    | HLLG7004| **Evidence Based Practice**  
The aim of this module is to equip practitioners with the tools to enable them to critically appraise research findings and other sources of evidence, in order to inform practice | 20     | Optional |
| 7    | HLLG7006| **Leadership**  
The aim of this module is to examine the nature of leadership and in particular its role in health and social care organisations. | 20     | Optional |
| 7    | HLLG7050| **Management-Managing within a Strategic and Organisational Context**  
The aim of this module is to enable you to advance management skills and knowledge by providing the opportunity to synthesise management and leadership concepts, principles, skills attitudes and behaviours and critically apply these to managing | 20     | Optional |
and leading at an organisational/strategic level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Description</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>HPHG7002</td>
<td><strong>Acute Care; Assessment and Management of the Acutely Ill Adult</strong></td>
<td>The aim of this module is to enhance the ability of health care providers to recognise and manage the health care needs of acutely ill adults.</td>
<td>20</td>
<td>Optional</td>
</tr>
<tr>
<td>7</td>
<td>HPHG7004</td>
<td><strong>Advanced Pathophysiology and Disease in Practice</strong></td>
<td>The aim of this module is to equip students with the new and in depth insights into human biology which will underpin their advanced management of common major illness.</td>
<td>20</td>
<td>Optional</td>
</tr>
<tr>
<td>7</td>
<td>HPHG7008</td>
<td><strong>Case Management of Long Term Conditions</strong></td>
<td>The aim of this module is to advance the skills and develop the confidence of practitioners who are actively involved in case management.</td>
<td>20</td>
<td>Optional</td>
</tr>
<tr>
<td>7</td>
<td>HPHG7020</td>
<td><strong>Long Term Conditions; Care and Management</strong></td>
<td>The aim of this module is to enhance the ability of healthcare providers to recognise and respond to the healthcare needs of patients who live with long term conditions.</td>
<td>20</td>
<td>Optional</td>
</tr>
<tr>
<td>7</td>
<td>HMFG7006</td>
<td><strong>Advanced Assessment and Management of Acutely Ill Children</strong></td>
<td>The aim of this module is to enable the student to critically analyse, evaluate and reflect upon their ability to recognise and manage the health care needs of acutely ill children.</td>
<td>20</td>
<td>Optional</td>
</tr>
</tbody>
</table>

If students have studied the module at Level 6 they cannot study the Level 7 version.
| 7 | HMFG7008 | **Advanced Assessment and Management of Common Childhood Illness**  
The aim of this module is to enhance the ability of health care providers to recognise and manage the health care needs of children presenting with common childhood illnesses within an evidence based context. | 20 | Optional |
| 7 | HPHG7018 | **Facilitating Health Behaviour Change**  
The aim of this module is to enable students to critically analyse the nature of health behaviour and apply this knowledge and understanding to the facilitation of behaviour change based on a sound theoretical evidence base. | 20 | Optional |
| 7 | HLLG7011/12/13/14 | **Negotiated Learning (Independent Study)**  
The aim of this module is to allow students to extend their knowledge and understanding in an area of study that complements previous experience and learning. | 20 | Optional |
| 7 | HLLG7016/17/18/19 | **Work Based Learning**  
The aim of this module is to enable students to undertake a work based learning project through which they will: (i) display a mastery of complex and specialised knowledge and critical awareness of issues at the forefront of contemporary health care practice; and (ii) employ advanced subject specific | 20 | Optional |
and cognitive skills in order to advance practice in their sphere of influence

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
<th>Type</th>
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<tbody>
<tr>
<td>7</td>
<td>HPHG7024</td>
<td><strong>Medicines: Therapeutics and Pharmacology</strong>&lt;br&gt;The aim of this module is to advance the student’s knowledge and skills as they concern complexities in pharmacotherapeutics that arise from polypharmacy, concurrent use of non-prescription drugs or differences between individuals in attributes such as age, health status or cognitive ability</td>
<td>20</td>
<td>Optional</td>
</tr>
<tr>
<td>7</td>
<td>NMLB7115</td>
<td><strong>Principles of Prescribing Practice in the Context of Allied Health Professionals (Supplementary prescribing)</strong>&lt;br&gt;The aim of the module is to provide a flexible part time course at level 7 which will prepare allied health professionals for their roles as Non Medical Prescribers</td>
<td>20</td>
<td>Optional</td>
</tr>
<tr>
<td>7</td>
<td>NMLB 7111</td>
<td><strong>Principles of Prescribing Practice in the Context of Nursing, Midwifery and Specialist Community Public Health Nursing</strong>&lt;br&gt;The aim of the module is to provide a flexible part time course at level 7 which will prepare nurses, midwives, Specialist Community Public Health Nursing for their roles as Non Medical Prescribers</td>
<td>20</td>
<td>Optional</td>
</tr>
<tr>
<td>7</td>
<td>HPHN7113</td>
<td><strong>Pharmacology for Prescribing</strong>&lt;br&gt;The aim of the module is to prepare pharmacists for their roles as pharmacist independent prescribers.</td>
<td>20</td>
<td>Optional</td>
</tr>
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</table>

Can only contribute towards an Advanced Practice qualification through successful completion of the University Award in Non Medical Prescribing (V300) (40 credits total). Excluded combination - NMLB 7111/HPHN7113/NMLB7115.
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Type</th>
<th>Prerequisite/Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>NMLB7117</td>
<td>Developing Clinical Skills for Non Medical Prescribing Through Work Based Learning</td>
<td>10</td>
<td>Optional</td>
<td>Prerequisite/Co-requisite- NMLB 7111/HPHN7113/NMLB7115 (depending on professional pathway)</td>
</tr>
<tr>
<td>7</td>
<td>HPHN7126</td>
<td>Consultation Skills for Pharmacists</td>
<td>10</td>
<td>Optional</td>
<td>Prerequisite/Co-requisite HPHN7113/NMLB7117</td>
</tr>
<tr>
<td>7</td>
<td>NMLB6244</td>
<td>Pharmacology for Prescribing</td>
<td>10</td>
<td>Optional</td>
<td>Prerequisite/Co-requisite NMLB7111/NMLB7115 (depending on professional pathway) and NMLB 7117</td>
</tr>
</tbody>
</table>

Students achieving 120 credits at Level 7 would receive a PGDip Advanced Practice (Clinical)

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Type</th>
<th>The subject of the dissertation will be decided through a tripartite discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>HLLG7003</td>
<td>Dissertation</td>
<td>60</td>
<td>Core</td>
<td></td>
</tr>
</tbody>
</table>
Students achieving 180 credits at Level 7 would receive an MSc Advanced Practice (Clinical)

**Progression / Award requirements**

Module pass mark: 50% (Postgraduate)
Normal reassessment opportunities apply
There can be no condonement of modules at all in the programme
All sections of the qualificatory practice unit must be achieved to fulfil the competency requirements and the requirements of the RCN accreditation

(*) Note: **Core Modules** – must be taken and successfully passed.  
**Compulsory Modules** – must be taken and successfully completed. Fails are not allowed to be condoned  
**Optional Modules** – students would be required to take an appropriate number of optional modules  
**Qualificatory Unit of study / Qualificatory Practice Unit** – Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies
7. Programme Assessment Map

This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge, understanding, academic and vocational skills, and other qualities.

*The following letters denote the contribution of each module:*

- **D** = programme outcome is *developed* in this module
- **F** = programme outcome, or aspects of the programme outcome, are *formatively* assessed on this module
- **S** = programme outcome, or aspects of the programme outcome, are *summatively* assessed on this module

<table>
<thead>
<tr>
<th>Module Code</th>
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### Students must study any of the following optional modules to a total of 40 credits

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<th>Semester</th>
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<td>Written assignment 3500 words</td>
<td>100%</td>
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<tr>
<td>HPHG7024</td>
<td>Medicines; Therapeutics and Pharmacology</td>
<td>Written assignment 4500 word equivalent</td>
<td>100%</td>
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<tr>
<td>HPHG7018</td>
<td>Facilitating Health Behaviour Change</td>
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<td>NMLB 7117</td>
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<td>NMLB7111/HPHN7113/NMLB7115</td>
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<td>Portfolio 3500 words Qualificatory Competence Profile</td>
<td>100%</td>
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<tr>
<td>NMLB6244</td>
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<td>HPHN7126</td>
<td>Consultation Skills for Pharmacists</td>
<td>Written assignment 2000 words On-line group work</td>
<td>100%</td>
<td>Mid sem 2/2e</td>
</tr>
</tbody>
</table>
9. Support for Students and their Learning

A robust system of student support is in place for student support. Within the team it includes:
- Personal Tutor
- Module Co-ordinator
- Programme Leader
- Course Information Point
- Library and Student Services

As a student you will attend a 4 day induction at the start of the programme during which you will be prepared for your studies. This includes sessions on IT, using Blackboard and Turnitin and other skills detailed below. You will also receive sessions on work-based competencies and how to work with your facilitators in practice, the requirements for learning in practice and how to complete the required documentation for the Qualificatory Practice Unit. You will be introduced to the first year modules and will also undertake group working prior to using Blackboard for academic studies.

You will be allocated a Personal Tutor at induction and introduced to the PT system. During the first year you will have a telephone review each term to assess your progress in the Qualificatory Practice Unit and within your academic studies. In year 2 and 3 the standard University policy for PT will adhered to.

Where you feel you need additional support you can contact your PT or module leader for clinical / academic / pastoral advice. Where you wish to discuss options to intercalate or withdraw then it is the programme leader they will contact.

Library and Student Services (LiSS)
Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our help is at hand search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University’s website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts and journals for your subject by accessing the library’s subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university’s online reading list system.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Preparing for M Level Study
This free online pre-entry Master’s level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.
To access the course simply follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

**Career Ahead**

Career Ahead is the University’s Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria’s employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students’ engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

### 10. Criteria for Admission

The University’s standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/postgraduate/advanced-practice-clinical/

The following additional requirements apply for entry to this programme:

- Applicants must be on the NMC Nursing Register /HCPC Health and Care Professionals Council or its equivalent, and have regular access to an advanced practice environment.

- Graduate Nurse Practitioner Applicants must have completed their programme of study at a Royal College of Nursing approved site.

- Nurse Practitioner (RCN approved courses only) graduates will be exempt from the Objective Structured Clinical Examinations (OSCE). This will be dealt with via the University APL procedures.

- Applicants who have undertaken Non Medical Prescribing at Level 6 will be able to apply for APL by undertaking a piece of bridging work that will demonstrate their ability to prescribe and critically evaluate their prescribing at level 7. This is only applicable to the Msc/PgD

- Applicants who have undertaken Non Medical Prescribing at level 7, will be able to APL this into the course, under University APL procedures.(MSC/PgD only)

- Applicants will have 5 years (pro rata) experience in their clinical field.

- Applicants are required to have a clinical practice facilitator to support their clinical learning and undertake their practice assessments.

- Placements are subject to an educational audit of the learning environment.
- Normally applicants must hold an Honours degree classification 2ii or above in a cognisant subject.

- Applicants who do not hold a 2ii Honours degree will be considered as a non-standard entrant. Standard University practice will be followed with respect to applicants without traditional entry requirements. Non-standard entrants are required to demonstrate ability to benefit from and successfully complete the course. All non-standard entrants are interviewed.

- Applicants will need to provide evidence of successful study at Level 6 (or equivalent) within the last 5 years.

- Students for whom English is a second language may be required to provide evidence of passing an International Language Testing System (IELTS) with a score of 7.0 with a mean score of 6.5 in all elements.

- Applicants will be interviewed by a member of the Advanced Practice team; this interview will be conducted by telephone. The application must be supported by two references one of which must make reference to the applicant’s professional competence. One referee must be the applicant’s current employer.

- It is expected that students will have in place a satisfactory enhanced Disclosure and Barring Service (DBS). If an additional DBS check is required, it is the responsibility of the student or employer, to arrange for and fund this.

- Where a student undertakes a placement outside a contract of employment with the placement provider, there is an expectation that adequate arrangements for indemnity insurance will be in place and this is the students responsibility.

**Credit for Certificated (APCL) and Experiential (APEL) Learning**

- Standard entry criteria as indicated in the University Admissions Policy. Standard University practice will be followed with respect to applicants without traditional entry requirements. Non-standard entrants are required to demonstrate ability to benefit from and successfully complete the course. All non-standard entrants are interviewed.

- Advanced standing on the course will be considered in line with the University’s APL Regulations and Procedures.

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<tr>
<th>11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching</th>
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<tr>
<td><strong>Mechanisms for review and evaluation of LTA, the curriculum and outcome standards</strong></td>
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<tr>
<td>Annual evaluatory reports</td>
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<td>Liaison with external examiners; external examiners reports</td>
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<td>Student and staff programme evaluation reports</td>
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<td>Operational Course Team meetings</td>
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<td>Staff Student Forums</td>
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<tr>
<td>Quality Group Committees</td>
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<tr>
<td>Peer observation / Review of teaching activities</td>
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<tr>
<td>Committees with responsibility for monitoring and evaluating quality and standards</td>
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<td>---------------------------------</td>
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</tbody>
</table>
| Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience | Staff Student Forums  
Faculty Learning Teaching and Quality Enhancement Committee |
| **Staff development priorities for staff teaching this programme** | Module evaluations  
Student representation on Staff Student Forum  
Staff/student liaison through programme  
Pre course workplace audit  
Programme Evaluations |
| **Staff development priorities for staff teaching this programme** | Annual professional updating  
Continued research and scholarly activity  
Performance and Professional Development Review (PPDRs)  
Continued working in clinical practice |

### 12. Additional Information

Work based learning takes place in your own place of work. The University does not provide any placements. Where you as a student make arrangements to work/observe in another area you are responsible for ensuring that honorary contracts and vicarious liability insurance is in place.

To satisfy the Royal College of Nursing accreditation you must have successfully completed the full 500 clinical hours in the first year of the programme and successfully completed the rest of the Qualificatory practice unit. If you fail any of the required components after normal reassessment attempts you will be awarded a Post Graduate Certificate in Healthcare, that will not allow you to practice at an Advanced Level.

### 13. Administrative and Supporting Information

**Key sources of information about this programme and its development can be found in the following:**


- Scottish Government Health Departments (2008) *Supporting the
"Development of Advanced Nursing Practice - A Toolkit Approach. [Link](http://www.advancedpractice.scot.nhs.uk/media/1371/supporting%20the%20development%20of%20advanced%20nursing%20practice.pdf) (last accessed 25/07/2016)


QAA Benchmarking statement (See [QAA website](https://www.qaa.ac.uk/products-and-services/quality-group-and-code-overviews/health-and-wellbeing/))

### Quality Group:
Public Health, Specialist and Advanced Practice

### Faculty
Health and Wellbeing

### Teaching Institution
University of Cumbria

### Collaborative Partners
N/A

### Description of type of Collaboration
N/A

### JACS code:
B790

### Programme code (CRS):
PM-ADVPRC

### UCAS code: (where applicable)
N/A

### Date of last engagement with external bodies (eg QAA, Ofsted, etc)
The RCN accredited the course in 2010

### Date of Programme Specification validation
29th April 2013

### Validated period of programme:
5 Years (Sep 2013 to Jul 2018)

### Date of changes to Programme Specification:

<table>
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<tr>
<th>Reason for change: (eg minor changes)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Web link update</td>
<td>July 2016</td>
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The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.

**About Programme Specifications**

This programme 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 is provided in the Programme Handbook and associated Module Guides.

Programme Specifications are written with the student audience in mind and are available to students. In addition, they are used in a number of ways:

- As a source of information for students and prospective students seeking an understanding of the programme.
- For the teaching team to ensure there is a common understanding about the aims and learning outcomes for a programme.
- As a reference point for audit, review and monitoring purposes
- As a source of information for employers, and professional bodies to provide evidence that required skills or abilities are developed by the programme.

For more details about Programme Specifications, refer to the [QAA Quality Code, Chapter A3: The Programme Level](#).
<table>
<thead>
<tr>
<th>Date</th>
<th>Section(s) affected</th>
<th>Actioned by</th>
<th>SITS updated (Y/N/NA)</th>
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