

**Quality Assurance**

**Masters, Postgraduate Diploma, Postgraduate Certificate in Advancing Professional Practice**

**Programme Specification: Postgraduate 2020 - 2021**

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Annual Programme Review process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

<p><b>Names of programme(s):</b></p>	<p>MSc Advancing Professional Practice</p> <p>MSc Advancing Professional Practice (Education)</p> <p>MSc Advancing Professional Practice (Management)</p> <p>MSc Advancing Professional Practice (Neonatal Practice)</p> <p>MSc Advancing Professional Practice (Radiology)</p> <p>MSc Advancing Professional Practice (Heart Failure Practice) <i>from 2019/20 onwards</i></p> <p>MSc Advancing Professional Practice (Critical Care Practice)</p> <p>MSc Advancing Professional Practice (Ethics and Law)</p> <p>MSc Advancing Professional Practice (Ethics and Palliative Care)</p> <p>MSc Advancing Professional Practice (Safeguarding)</p> <p>MSc Advancing Professional Practice (Child Care Law)</p>
<p><b>Mode of study:</b></p>	<p>Part time or Modular</p>
<p><b>Framework of Higher Education Qualification (FHEQ) level of final award:</b></p>	<p>Level 7</p>
<p><b>Duration:</b></p>	<p><b>Available part-time basis, normally completed over 3 years.</b></p> <p><b>Available on a modular basis, normally completed within 5 years.</b></p>

Details of professional, statutory and regulatory body (PSRB) (If appropriate):  
<http://www.keele.ac.uk/qa/professionalstatutoryregulatorybodies/>

<http://www.nmc.org.uk/standards/>

External Examiner(s) names: <http://www.keele.ac.uk/ga/externalexaminers/>

## 1. What is the philosophy of the Programme?

Rapid changes in health and social care practice require practitioners who can cope with the numerous and diverse demands placed upon them in their professional lives. The NHS in the 21st century faces many challenges: rising expectations, demand driven by demographics; the continuing development of our 'information society'; advances in treatments; the changing nature of disease and changing expectations of the health workplace (DH, 2008a; DH 2019a). Health and social care services are going through a period of profound change, with radical changes in roles and responsibilities for health and social care professionals. People's expectations of care provision are also changing. This exciting, contemporary, and new Faculty-based educational programme focuses on higher academic study underpinning a higher level of professional practice in health and social care.

The clinical pathway options offered are responsive to the dynamic health and social care agenda and specific named awards are:

- MSc Advancing Professional Practice
- MSc Advancing Professional Practice (Education)
- MSc Advancing Professional Practice (Management)
- MSc Advancing Professional Practice (Neonatal Practice)
- MSc Advancing Professional Practice (Radiology)
- MSc Advancing Professional Practice (Heart Failure Practice)
- MSc Advancing Professional Practice (Critical Care Practice)
- MSc Advancing Professional Practice (Ethics and Law)
- MSc Advancing Professional Practice (Ethics and Palliative Care)
- MSc Advancing Professional Practice (Safeguarding)
- MSc Advancing Professional Practice (Child Care Law)

Each pathway is designed to develop and enhance the advancing practitioner's application of specialist theory to their named practice area and new pathways will be developed as demand exists.

The programme aims to enable you to:

1. Demonstrate the capacity for critical enquiry, analysis, and application of knowledge to your area of practice and to support innovations in health and social care.
2. Demonstrate effective self-management and leadership skills to effect change in health and social care.
3. Engage with work-based learning activities, consolidating and extending theoretical knowledge and practice skills relevant to your own discipline, facilitating academic and professional development to enhance the delivery of quality care.
4. Promote and enhance your skills in critical reflection, evaluation, professional decision making and leadership to inform best practice.
5. Promote effective collaborative, interdisciplinary and interagency working practices.
6. Engage with work-based learning to support the development and implementation of evidence-based practice; aid in evaluation of projects and establish and lead projects in their practice setting.

The programme aims to meet the generic statement of outcomes set out in the qualification descriptor within The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) (QAA, 2014) <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>

The goal is that, on completing the programme, you will typically have the following characteristics:

1. Subject-specific attributes

- An in-depth knowledge and understanding of your profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and the profession;
- The ability to apply research to professional situations, both practical and theoretical;
- The ability to use a range of techniques and research methods applicable your professional activities.

2. Generic attributes

A range of generic abilities and skills that include the ability to:

- Use initiative and take responsibility;
- Solve problems in creative and innovative ways;
- Make decisions in challenging situations;
- Continue to learn independently and develop professionally;
- Communicate effectively, with colleagues and a wider audience, in a variety of media.

The main themes of the programme, which are embedded within specific modules, will focus upon: education, a work-based focus, leadership and clinical management, evidence-based practice, research and professional role development.

Policy developments have emphasised the importance of developing programmes appropriate to the needs of the future health care workforce in terms of determining employability skills and progression through career gateways (DH, 2004). The policy document NHS Next Stage Review: A High Quality Workforce (DH 2008b) and the report by the Prime Minister's Commission: Front Line Care (2010), NHS Long Term Plan (DH, 2019a) and Interim NHS People Plan (2019b) emphasise that professionals must be positioned for success in leadership, management, research and educational roles. Critical to this, is that education curricula and training programmes be integrally linked into current and emerging models of care and scientific and technological advances. In this way, practitioners will be able to acquire the new capabilities and skills to respond to the patients' expectations in a variety of care settings. The programme will also empower health and social care professionals to keep their skills and knowledge up to date, and to lead change that improves quality of care to individuals (Lord Darzi, DH, 2008b; DH, 2019b).

### **Keele Graduate Attributes**

Engagement with this programme will enable you to further develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst you will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programme and learning environment is designed to help you to develop further as a well-rounded postgraduate who can make a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in during and after your studies at Keele.

Please refer to the programme webpages for a statement of how you can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele.

## **2. How is the Programme taught?**

A range of learning and teaching methods will be used in the programme. To promote and realise an element of work-based learning, a range of strategies will be drawn upon in different combinations. The Programme Lead, Personal Tutor, Module Leaders and Work-based Facilitators will take into consideration your prior experience in determining which strategies to implement.

Lead lectures and specific workshops during the modules, will enable you to review your learning needs, share ideas and identify the support required. A range of key small group learning and teaching methods will be used to support work-based learning activities and develop your Portfolio (use of the ePortfolio will be encouraged), for example the use of the Keele Learning Environment (KLE). The University's virtual learning environment will be used to facilitate on line discussions, 'blogs', e-learning, conditional release tasks and access to a wide range of web-based learning resources and research tools. By the end of module one of the programme you will submit a portfolio of evidence that demonstrates your advancing professional practice. The selection of evidence in the portfolio and your reflective commentary will demonstrate how work-based learning has facilitated changes in your understanding of professional knowledge and advancing professional practice.

The Programme Agreement Plan features of Personal Development Planning [PDP], which has been described (QAA, 2009b) as:

- a structured process that is integral to learning at all levels;
- concerned with learning in a holistic sense (in academic, personal and professional contexts);
- an inclusive process, open to all learners;
- something that an individual does with guidance and support which decreases as personal capability is developed so that it becomes self-sustaining;
- a process that involves self-reflection, the creation of personal records, and planning and monitoring progress towards the achievement of personal objectives
- intended to improve the capacity of individuals to communicate their learning to others (for example, academic staff and employers).

Gibbs (1992) contends that the quality of learning outcomes is crucially affected by the way in which individuals approach their learning. Approaches to learning involve your understanding of underlying principles, ideas and concepts and interpreting them in personally meaningful ways. Learning and teaching strategies are aimed at promoting a deep approach to learning and therefore improving the quality of learning for example encouraging independent learning involves greater control over subject matter choice, learning methods, the pace of study and the assessment of learning outcomes. This will support your personal development and will encourage your motivation; recognising that individuals learn through feelings as well as through intellect. In addition, presenting case scenarios, with the learning being focussed upon the tackling of relevant 'real world' problems leading to appropriate action and involving the synthesis of relevant knowledge from different subject sources; encouraging methods to promote reflection on learning include: learning diaries; reflective journals; participant observation and use of videos.

You will be working in small groups in the work-place and in classroom sessions facilitated by the Module Leader/Work-based Mentor to involve interactive project- based work, peer tutoring and assessment of performance.

## **3. What is the Structure of the Programme?**

A modular structure will be followed. This programme will be delivered on a modular basis, normally completed within 5 years or on a part-time basis, normally completed over 3 years.

It is offered in the context of an integrated strategy of teaching, learning and assessment that will enable you to demonstrate the intended learning outcomes appropriate to the overall aims of the programme.

To be eligible for the MSc Advancing Professional Practice Award, you must have satisfied the requirements of the Award in relation to optional core (mandatory) and elective modules (subject to any approved APCL or APEL exemptions). An outline of curriculum content and organisation for each pathway is presented below.

<b>EXIT AWARD:</b>	<b>POSTGRADUATE CERTIFICATE ADVANCING PROFESSIONAL PRACTICE.</b>		
Module 1	NUR-40072 Advancing Professional Practice Core OR an alternate programme specific module		30 Credits
Module 2	<a href="#">NUR-40042 Clinical Leadership</a> OR CLM-40104 Leadership and Management in Healthcare		15 Credits
Module 3	NUR-40039 An Introduction to Clinical Effectiveness	OR	HLT-40001 Research Methods in Health

<b>EXIT AWARD:</b>	<b>POSTGRADUATE DIPLOMA ADVANCING PROFESSIONAL PRACTICE.</b>		
<b>ROUTE</b>	<b>MODULES</b>		<b>CREDITS</b>
Generic Route	60 credits of electives from Faculty of Medicine and Health Sciences Modules		60 credits
Education Route	60 credits educationally focused electives from Faculty of Medicine and Health Sciences Modules		60 Credits
Management Route	60 credits management focused electives from Faculty of Medicine and Health Sciences Modules		60 Credits
Neonatal Practice route	Module 1 Core or NUR-40074 Foundations of Neonatal Nursing and NUR-40075 Practice-focused Neonatal Intensive Care (45 credits) and a 15-credit appropriate elective		60 credits
Radiology Route	NUR-40036 Advanced Practice in Computed Tomographic Colonography OR other radiology-based modules		60 credits
Heart Failure Practice	NUR-40083 Heart Failure Management in Clinical Practice (replaces core Year 1) and		60 credits

	NUR-40047 Independent and Supplementary Prescribing for Nurses and Midwives AND NUR-40014 Health Assessment in Clinical Practice			
Critical Care Practice	NUR-40045 Critical Care Practice, NUR-30163 Clinical Practice and 15 elective credits.			60 credits
Ethics and law	ETH-40044 Moral theory and medical ethics (30 credits) ETH-40045 Principles of Medical Law (30 credits)			60 credits
Ethics and Palliative Care	ETH-40044 Moral theory and medical ethics (30 credits) and either: ETH-40036 Policy, resources and research ethics in palliative care (30 credits) OR ETH-40037 Ethical issues in the care of the dying (30 credits)			60 credits
Safeguarding	LAW-40033 Emergence of adult safeguarding (30 credits) and one of: LAW-40032 Safeguarding Adults: interventions (30 credits) LAW-40029 Mental capacity (30 credits) OR LAW-40031 Safeguarding and carers (30 credits)			60 credits
Child Care Law	LAW-40001 Foundations and principles of child care (30 credits) and one of: LAW-40002 Contemporary issues in child care law (30 credits) LAW-40003 Children looked after (30 credits) OR LAW-40004 Children and medicine (30 credits)			60 credits
<b>EXIT AWARD:</b>	<b>MSc ADVANCING PROFESSIONAL PRACTICE</b>			
Module 7 (Dissertation)	NUR-40037 – Advanced Work-based Practice Project	OR	NUR-40019 – Research Dissertation	60 Credits

			(if completed HLT-40001 Research Methods in Health)	
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### **Elective Modules:**

There is an extensive range of possible elective module choices; examples available to you within the Faculty of Medicine and Health Sciences and the wider University can be located here: <https://www.keele.ac.uk/health/postgraduate/individualmodules/>

You can select appropriate elective modules from the University or external Institutions and will have to be agreed by the Programme Lead / APL Co-ordinator.

### **Programme Step off / Formal Progression Points Intermediate awards available:**

#### **Year 1:**

- Postgraduate Certificate: Advancing Professional Practice (NAMED PATHWAY)
  - 60 level 7 credits; may include up to 20 credits at level 6

#### **Year 2:**

- Postgraduate Diploma: Advancing Professional Practice (NAMED PATHWAY)
  - 120 level 7 credits; may include up to 30 credits at level 6

#### **Year 3 (in addition to those modules required at end of year 2):**

The award of an MSc Advancing Professional Practice follows successful completion of the taught modules which make up the Postgraduate Diploma in Advancing Professional Practice and submission of a further 60 credits worth of learning. The latter will be the successful completion of the Professional Practice dissertation (route 1) or the faculty dissertation module (route 2).

The master's year has been structured to consider several factors affecting education and professional role development for health-care professionals to embody an emphasis on the researching professional as a reflective practitioner. The MSc is grounded in professional practice and will offer the opportunity to create and interpret new knowledge through research and advanced scholarship, which will enable you to achieve the standards determined by the FHEQ for a master's degree (QAA, 2008).

The specific focus will be negotiated with you according to your particular professional interests as demonstrated within your professional portfolio, in conjunction with your employer, work-based mentor and the module leader. The dissertation is expected to be a significant piece of work and we encourage you to consider aiming for publication of your findings. It is permissible to complete the Masters programme by the successful completion of either route 1 or route 2.

In addition, to progress from the postgraduate diploma stage to the Masters stage you must have completed and normally achieved modular marks of 50% in all modules.

## MSc Advancing Professional Practice

Programme Aims	Advancing Professional Practice Module (30 Credits) Optional Core  <i>Or Nursing / AHP specific module</i>	Leadership & Management module (15 credits) Core	Research module (15 credits) Core	Dissertation (route 1 or 2) (60 or 60 Credits) Core	
1. Demonstrate the capacity for critical enquiry, analysis, and application of knowledge in their practice and to support innovations in health and social care.		✓	✓	✓	In addition to electives selected.
2. Demonstrate effective self-management and leadership skills to effect change in health and social care.		✓		✓	In addition to electives selected.
3. Engage within work-based learning consolidating and extending theoretical knowledge and practice skills relevant to their own discipline, facilitating academic and professional development to enhance the delivery of quality care.	✓	✓		✓	In addition to electives selected.
4. Promote and enhance their skills in critical reflection, evaluation, professional decision making and leadership to inform best practice.	✓	✓		✓	In addition to electives selected.
5. Promote effective collaborative, interdisciplinary and interagency working practices.		✓			In addition to electives selected.
6. Engage with work-based learning to support the development and implementation of evidence-based practice; aid in evaluation of projects and also establish and lead projects in their practice setting.		✓	✓	✓	In addition to electives selected.



## MSc Advancing Professional Practice

The framework for higher education qualifications in England, Wales and Northern Ireland (August 2008) (FHEQ)	Learning Outcomes
<p><b>Master's degrees are awarded to students who have demonstrated:</b></p> <ul style="list-style-type: none"> <li>• a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;</li> <li>• a comprehensive understanding of techniques applicable to their own research or advanced scholarship;</li> <li>• originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;</li> <li>• conceptual understanding that enables the student:               <ul style="list-style-type: none"> <li>○ to evaluate critically current research and advanced scholarship in the discipline;</li> <li>○ to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> </ul> </li> </ul> <p><b>Typically, holders of the qualification will be able to:</b></p> <ul style="list-style-type: none"> <li>• deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non- specialist audiences;</li> <li>• demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;</li> <li>• continue to advance their knowledge and understanding, and to develop new skills to a high level.</li> </ul> <p><b>And holders will have:</b></p> <ul style="list-style-type: none"> <li>• the qualities and transferable skills necessary for employment requiring:               <ul style="list-style-type: none"> <li>○ the exercise of initiative and personal responsibility;</li> <li>○ decision-making in complex and unpredictable situations;</li> <li>○ the independent learning ability required for continuing professional development</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and critically analyse, through a justified model of reflective practice, the skills, knowledge and abilities that they have acquired in relation to their own role and responsibilities and those required for improving current and predicted role development.</li> <li>2. Analyse practical application of knowledge and skills through action or problem-based projects in the work area.</li> <li>3. Evaluate current and relevant research and present a critical understanding of current and new insights in the work area.</li> <li>4. Design, plan, implement and critically evaluate key practice based initiatives taking place in the work area, that support the quality and improvement of care delivered to patients in a variety of work areas.</li> <li>5. Develop specific learning outcomes that are achieved through their Programme Agreement Plan, and through activities that are based on, or derived from, the context of work or the work place.</li> </ol>

#### **4. How is the Programme assessed?**

The methods of assessment used throughout the programme will be suitable to assess the intended learning outcomes and qualification descriptors, and will ensure their synthesis throughout the programme. Each module on the programme is formally assessed. A range of assessments [summative and formative] will be used in the programme, through written assignments, learning logs, reflective accounts, Programme Agreement Plans, practice reports, problem-solving exercises and oral/poster/video presentations. Regular 'compiling' of evidence of experiences and reflecting on what has actually been achieved, will be part of the learning process to diagnose strengths and weaknesses and identify areas for 'new learning.' A combination of assessment methods is employed in order to ensure validity and reliability of assessment and to motivate learning.

The Programme Lead, Module Leaders and work-based mentors have experience in working with students from a wide range of backgrounds and personal circumstances, and will support you to become independent learners throughout the programme. You will be supported in your assessments; Little and Nixon's (1995) earlier work, noted that the veracity of assessment of work-based learning can be enhanced by drawing on several sources of evidence and using a variety of assessment methods. Opportunities will be structured to share ideas with fellow students in a supportive network and atmosphere. Discussion, debate and active learning will be encouraged. The Programme Lead, Module Leaders and Work-based Mentors will have a number of supportive roles: guiding and advising; appraising; role modelling, challenging, educating and coaching according to the needs and stages of development of individual students. Further support will also be available through learning materials and discussion fora on the Keele Learning Environment (KLE).

## **5. What are the typical admission requirements for the programme?**

The programme is designed for experienced health and social care professionals, involved in leading and developing contemporary professional practice. All students who have applied and meet the entry requirements will be invited to an interview with the Programme Lead. The interview will focus upon the planned programme modules, work-based learning activities and future research projects.

### **Potential/prospective students will normally:**

Hold current first level Professional Registration with a relevant regulatory body e.g. Nursing and Midwifery Council (NMC), Health Care Professions Council (HCPC).

Ordinarily be working in clinical practice. Some potential/prospective students may be managers, researchers or educators within a healthcare setting.

Applicants will be required to demonstrate success at Level 6 study.

Practitioners with extensive practice experience and no formal undergraduate degree will be considered for entry on the basis of evidence presented within their professional portfolio and discussion at interview.

### **Recognition of Prior Learning (RPL)**

Recognition of prior certificated learning (RPCL) and recognition of prior experiential learning (RPEL) will be permitted along the following lines. RPL will be allowed where a module has been completed prior to registering on the MSc, whose content and learning objectives are equivalent to those of a module within the MSc. These credits must have been earned sufficiently recently that they are deemed to be 'current' (which will be judged in relation to the subject matter and disciplinary context, but will normally be no more than 5 years). The module offered for RPL must have a credit rating at least as large as that of the Keele module against which it is offered, and the maximum credit value that can be contributed by an individual module offered for RPL is the credit rating of the Keele module against which it is offered.

Through a similar process, and subject to the Director of Postgraduate Programmes approval, you may apply for recognition in respect of modules that they may wish to undertake at other HEIs during their registration on the MSc; such recognition cannot normally be given in respect of core modules within the MSc.

RPL will be determined through the submission of a portfolio of experiential work, which will be assessed, and must similarly be offered against one or more specific modules in the MSc. The credit rating of the portfolio, which will be confirmed during the process of assessment, must be at least as large as that of the Keele module against which it is offered. Where a single portfolio of work is offered against more than one module, it must explicitly address the learning objectives of the modules concerned.

Whilst RPL is normally granted against a specific module in the Keele framework, if no such module exists within the framework RPL may still be permitted if the module or portfolio submitted meets level 7 learning objectives and the philosophy of this programme.

A fee may be charged for both RPL to reflect the administrative and assessment work required; in the case of RPL this may be up to the full fee for the module against which recognition is sought.

### **Extent of RPL Permissible**

Within this programme the maximum permissible RPL credits are:

Postgraduate Certificate: 30 Credits, Postgraduate Diploma or Master's Degree: 60 Credits

RPCL and RPEL are not possible within the MSc dissertation stage.

If, prior to registering on a programme, you have taken one or more Keele modules that are specified modules on the programme, recognition of these modules will not normally count towards the maximum permissible RPL

Normally, no more than 25% of the credits with which a student wishes to gain an award can be contributed through recognition of modules undertaken at other HEIs during registration on the Keele framework. Credits that have formed part of a previous award outside this MSc programme (either through RPL or through the modules offered within that award) cannot normally be used again in respect of an award in this framework.

Exceptionally, with the approval of the Course Director and the External Examiner, a student who had previously completed a PGDip equivalent to the Keele PGDip may be permitted direct entry to the MSc dissertation stage

In this case, you will be referred to the School RPL process.

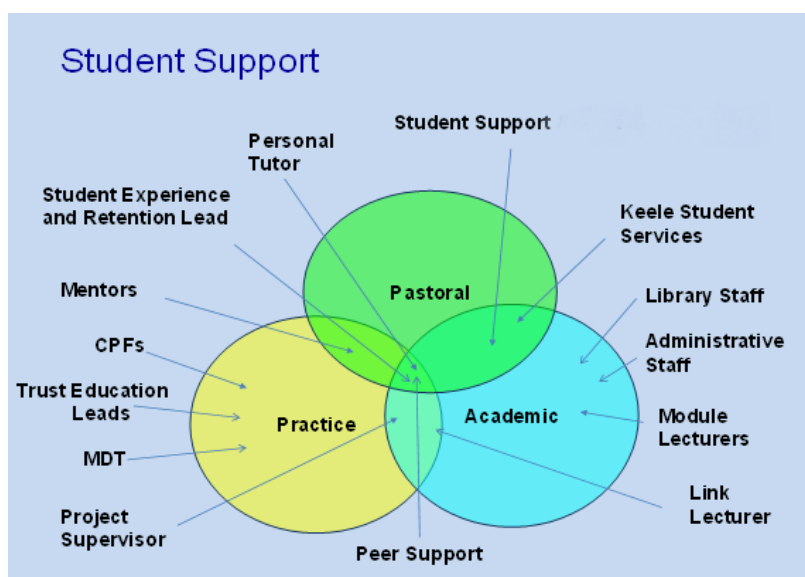
### 6. How are students supported on the programme?

Primarily the Programme Lead will provide academic support for the student, and conjointly establish the outcomes of the programme agreement plan and guidance on the available taught modules selected during the academic year.

The Programme Lead will meet you at the start of the programme and at frequent intervals during the programme, to ensure appropriate time is allocated for work-based learning activities. The Programme Lead will also provide pastoral support for registered students. The Programme Lead and Module Leader will meet you individually at scheduled times (minimum of once per Module) and will be contactable by email, phone or via the Keele Learning Environment. The University has a range of support services which are detailed on the Keele Website.

Below is a diagram (Figure 6.1) which indicates the full range of student support structures, showing the personal tutor playing a central, pivotal role.

**Figure 6.1: Student Support Structures**



Within the School there is a range of support and guidance from the Personal Tutor and the Disability Liaison Officer. Issues that may be addressed include problems related to:

- Requests for exceptional circumstances to be taken into consideration

- Requests for special / compassionate leave
- Requests to take 'time out' of the course (Leave of Absence); including Maternity Leave
- Health related problems
- Disability

As well as accessing support through the Personal Tutor and/or the Disability Liaison Officer there are a number of specialist and professional student support and wellbeing services and staff throughout the wider University who are in place to offer support. These include: Student Services Centre, Mental Health Support, Careers and Employability, Keele Mentors Scheme and ASK.

Study Skills support can be accessed through the Write Direction service available on Keele campus.

If English is not the student's first language additional support can also be accessed from the Language Learning Unit on Keele campus. In clinical practice students are encouraged to gain support from Trust Education Leads, clinical mentors and clinical colleagues.

## **7. Learning Resources**

The student will have access to the Library and IT Services on the Main Keele Campus and also at the Clinical Education Centre [CEC].

Keele University Library: <https://www.keele.ac.uk/library/>

### **Library information**

The Library operates from two sites; the Campus Library which also houses IT Services and the Health Library in the Clinical Education Centre at the Royal Stoke site. The Health Library is available to everyone who works for or with the NHS in North Staffordshire, all students and staff of Keele University and others with a need for health information. Students will have access to the clinical skills laboratory for simulated sessions. The Keele Learning Environment (KLE) will be used for a range of learning information and activities. Students will be given a Programme Handbook and a specific Module Handbook as relevant to their studies.

## **8. Other learning opportunities**

You may be able to negotiate an appropriate elective module with an external institution either nationally or internationally. This will be discussed and confirmed with the Programme Lead/APL Co-ordinator.

Learning is enhanced by the provision of an inter-professional learning environment. A blended learning approach is utilised including Keele Learning Environment (KLE) delivered by a combination of classroom and web based activities and resources.

## **9. Quality management and enhancement**

The School of Nursing and Midwifery Postgraduate Course Committee will be responsible for managing and monitoring the Programme. The Postgraduate Course Committee is responsible to the School of Nursing and Midwifery School Education Committee, which in turn is responsible to the Executive School Committee. Student feedback and evaluation will be gathered and considered in various ways, e.g. at the end of each module; through on-line questionnaires; and open forum for evaluative discussion with Programme / Module Leaders. Such evaluation is analysed and the results and freehand student comments, i.e. quantitative and qualitative data, are discussed at the twice yearly meetings of the Postgraduate Course Committee. The Committee responds to the evaluations and takes appropriate action. The results of student evaluation, and the responses to it, are regularly brought to the Student Staff Voice Committee, as required by the Keele

University Quality Assurance office. The Student Staff Voice Committee reports directly to the School Education Committee of the School of Nursing and Midwifery. The School also participates within the national Postgraduate Taught Experience Survey (PTES) where information gathered assists the team to demonstrate the quality of postgraduate degree programmes.

As required by the Keele University Quality and Standards Procedures, the annual review of the course includes reports for all modules which form part of the course; the outcome of student evaluation of any of the modules forming part of the course which have been evaluated in the year under review; relevant statistical information, including student progression and mark distribution; first-destination statistics; admissions data; external examiners' reports; and reports of internal quality audits or external reviews. These annual reviews are sent to the School Educations Committees for both Nursing and Midwifery, and Law. These meetings feed into institutional quality audits and other quality enhancement processes, e.g. the Keele Annual Programme Review process. The School of Nursing and Midwifery has regular quality monitoring inspections by the relevant professional bodies and the Quality Assurance team at Keele. Additionally, evaluative feedback will be available to the external stakeholders.

The management team for the programme are:

- The Director of Postgraduate Programmes
- Director of Education
- The Programme Lead;
- Deputy for Learning and Teaching
- Identified Module Leaders;
- Work-based facilitator representative;
- Student representative
- Lead clinician representative
- External examiners
- User/Carer Representatives

## **10. The principles of programme design**

This programme focuses upon the need for driving forward expert practice and the professional role development of the practitioner, underpinned by higher academic study. The programme has distinctive features such as inter-professional learning, tripartite collaboration and assessment. The programme offers an intellectual challenge, and importantly reflects health and social care reforms, and breaking the boundaries of inter-professional roles and organisations in professional practice. In addition to reflecting the interface of care [for example, primary and secondary, health and social, voluntary and private sector] and the challenges in sustaining a person-centred approach. Work-based learning which utilises a blended learning approach will be incorporated into this programme as offering a stimulating, exciting and challenging approach to programme delivery. For many practitioner's, work-based learning is already a vital and legitimate mode for their learning.

The School of Nursing & Midwifery embraces the University's Education Strategy and further addresses specific learning needs of professional practitioners undertaking part time study. Keele Virtual Learning Environment (KLE) will be utilised to support and complement the blended learning approach of the curriculum and the importance of inter-professional learning and Faculty/University Awards.

Students who have completed their first degree in a range of health/social care subjects have expressed a need to develop their academic profile. This programme has been developed in response to stakeholder need within the regional NHS Trusts and we have received full collaborative support for the proposal from our senior partners. This MSc programme meets the needs of professionals, provides personal fulfilment for the experienced practitioner, and is unique to the individual and relevant to professional practice. The MSc programme is flexible, aligned with contemporary policy and practice in health and social care, promotes andragogy and is attractive to employers. Employers are encouraged that this MSc programme meets the

needs of their future workforce as it is grounded in service development and evaluations. Senior health care personnel have been actively involved in the Steering Group responsible for developing the programme, and so too has a service user representative been involved in its development.

Service user and carer involvement is a concept that is valued, fully embraced and actively incorporated in to Keele University School of Nursing and Midwifery’s (SNAM) education programmes at all levels of study and research activity. The Department of Health (2013), Nursing and Midwifery Council (NMC) (2019), National Institute for Health and Care Excellence (NICE) Quality Standard (QS) 14 (NICE, 2011) NICE QS 15 (NICE, 2012) and high profile public reports (Cavendish, 2013; Francis, 2013; Keogh, 2013; National Advisory Group on the Safety of Patients in England, 2013; National Voices, 2013; Willis, 2015) reinforce the significance of healthcare professionals having the ability to view care from differing perspectives to promote person-centred care.

You will be expected to conceptualise service user and carer involvement. Demonstration of understanding and determining ways in which you can work collaboratively and confidently with service users to inform person-centred healthcare provision is required; acknowledging differing levels of involvement and ways in which this can be meaningfully achieved. This is to include evidence typically but not exclusively generated by the student’s own mode of study e.g. desk top research /empirical research. The aim of this being to support you in developing in-depth and complex levels of knowledge informed by service user experience to achieve Masters Level attributes of generating original responses to multifaceted and unanticipated problems experienced by individuals in the situation of healthcare. This knowledge aligns to the levels indicated by the Quality Assurance Agency (QAA) (QAA, 2008; QAA, 2010).

## 11. Programme Version History

Version History	Date	CHANGES / NOTES
Date first created (if known)	March 2010	
Date last reviewed / revised	09 April 2015	Transfer to new Programme Specification Template in readiness for academic year 2015/6
Last reviewed by	Mel Humphreys	Addition of MSc Advanced Clinical Practice (replacing MSc APP – Advanced Practice)
	Julie Green (Jan 2017)	MSc ACP removed from this programme specification and a new specification created.
	Julie Green (May 2017)	Major modification to the modules / named awards.
	Julie Green (October 2018)	Major modification to the modules/named routes.
	Jane Jervis (June 2020)	Major modifications – additional routes added (Ethics and Law; Ethics and Palliative Care; Safeguarding; Child Care Law)
Date last approved at SLTC		

Date last approved at FLTC	29 <sup>th</sup> June 2017	FLTC
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