

A	NATURE OF THE AWARD	
1	Programme Title	Advanced Practice
2	Final award	MSc.
3	Intermediate awards	PGDip, or PGCert.
4	Awarding institution/body	University of London for MSc St George's University of London for PGDip and PGCert.
5	Teaching institution	St George's University of London and Kingston University
6	Programme accredited by	Not Applicable
7	UCAS/JACS code	Not Applicable
8	QAA benchmark statements	Not Applicable
9	Date specification produced	June 2007

B	FEATURES OF THE PROGRAMME	
1	Mode of study	Part-time
2	Usual length of programme	Minimum 2 years, maximum of 5 years for part-time
3	Other features of the programme	Interprofessional, multiple entry and exit points

C	EDUCATIONAL AIMS OF THE PROGRAMME
	<p>In accordance with the aims of the Faculty and SGUL, this course aims to:</p> <p>The main aim of the MSc Advanced Practice programme is to enable student to critically review, analyse and develop advanced practice within their own sphere of work in conjunction with:</p> <ul style="list-style-type: none"> • Effective leadership and professional maturity to influence and affect change in client centred service delivery • Critical awareness and systematic understanding of research methods used in health and social care • Analysis and articulation of their effectiveness in relation to evidence based and efficient client centred care • interprofessional and interagency practice within the contextual dynamics of health and social care

D LEARNING OUTCOMES OF THE PROGRAMME		
	<i>Advanced knowledge and understanding of:</i>	<i>Related teaching and learning methods and strategies</i>
1.	Critically analyse key policies and how they can be applied effectively within the health and social care environment	Blended learning strategies; lectures and small group tutorials; educational mentor; support; self-directed learning including the following methods: <ul style="list-style-type: none"> • <i>Student led seminars</i> • <i>Interactive discussion and debates</i> • <i>Lectures by invited specialists</i> • <i>Case-based learning</i> • <i>Peer assisted learning</i> • <i>Discussion boards</i> • <i>Portfolio</i> Assessment <ul style="list-style-type: none"> • Case studies, related to complex problems in rehabilitation • Essays • Portfolio • Reflective assignments • Poster • Presentations • Independent research project
2.	Critically evaluate and articulate own effectiveness and efficiency of advanced practice	
3.	Critically reflect on own practice and implement strategies to evolve advanced practice maturity	
4.	Demonstrate leadership, self reliance and advanced personal strategies for lifelong learning and reflective practice	
5.	Critically appraise recent research and propose research strategies that address the complex ethical and practice-based questions	
6.	Make a substantial contribution to research and the development of their own advanced practice	
7.	Develop and implement independent research project which is at the forefront of their own practice within health and social care	

	<i>Cognitive skills: the ability to</i>	<i>Related teaching and learning methods and strategies</i>
1	Critical self-reflection and personal responsibility for learning	<ul style="list-style-type: none"> • <i>Use of personal learning contract and action plans</i> • <i>Discussion board to encourage peer support and self-directed learning and problem solving</i> • <i>Complex cases used to promote debate, discussion</i> • <i>Student led seminars/oral presentations</i> • <i>Small group tutorials</i> • <i>Key note presentations</i> Assessment <ul style="list-style-type: none"> • Poster presentations • Case studies • Essays: Assignments • Proposals • Independent research project
2	Decision making in complex problems relating to service delivery and health and social care policy	
3	Critical evaluation of methodologies and research relevant to practice	
4	Problem solve and show originality in managing complex ethical and moral issues in relation to individual needs	
5	Generate and reconstruct knowledge relevant to the complexity of advanced practice context.	

Practical skills such as debating, communication, presentation and academic writing have been addressed under the Cognitive Skills and Transferable skills Learning Outcome sections.

	<i>Transferable skills: the ability to</i>	<i>Related teaching and learning methods and strategies</i>
1	Communicate a range of ideas and concepts to different audiences	Blended learning strategies; lectures and small group tutorials; educational mentor; support; self-directed learning including the following methods: <ul style="list-style-type: none"> • <i>Portfolio which will include a number of reflective methods</i> • <i>Personal learning contract and action plan</i> <i>Assessment</i> <ul style="list-style-type: none"> • <i>Poster and oral presentations</i> • <i>Portfolio</i> • <i>Reflective assignments</i> • <i>Independent research project</i>
2	Reflect on personal learning needs and plan learning strategies	
3	Manage self, prioritise, and implement independent work	
4	Use information technology to a high level	
5	Systematically analyse data, whether qualitative or quantitative.	

E	Programme structure and features
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The duration of the programme is 2 years, part time.
The course (part-time route) comprises of a modular structure, which is delivered as a day release over two academic years. The academic year starts in September and finishes in July.

All modules are either 15 or 30 credit M Level, students will be expected to complete between 60-90 credits in one year, and will require 180 credits to complete the full MSc Advanced Practice.

Part-time delivery model:

- Research methods (15 credits) delivered in Year one: compulsory
- Personal, Professional and Leadership Development in Advanced Practice (15 credits) delivered over in Year one and two: compulsory
- Research Project Planning and Management (15 credits) spans both Year one and Year two: compulsory
- Option Modules (up to 90 credits) delivered in year one or year two: optional
- Research project (45 credits) completed in year two: compulsory

Post Graduate Certificate Advanced Practice: Successful completion of optional modules of 60 credits, including core module

- Personal, Professional and Leadership Development in Advanced Practice (15 credits)

Postgraduate Diploma Advanced Practice

Students registered for Postgraduate Diploma Advanced Practice will be expected to undertake a set of core modules to the value of 30 credits:

- Personal, Professional and Leadership Development in Advanced Practice (15 credits)
- Research Methods (15credits)

Plus 90 credits achieved from the postgraduate portfolio

Successful completion of an independent research project (45 credits) together with all other modules comprises 180 credits required to be awarded an **MSc Advanced Practice**.

For up to date information regarding the structure of the academic year and modular plan please see definitive course document.

The following documentation was utilised as reference points in the design of the programme:

1. QAA framework for Higher Education Qualifications in England, Wales and Northern Ireland (2001).
2. The Framework for the Standards of Post Registration Nursing (NMC 2004)
3. The Knowledge and Skills Framework (DH 2005)
4. The Guidelines for Post Qualifying Standards in Social Care (GSCC 2006)
5. Approved Advanced Nurse Practitioner Competency Framework (NMC 2006)

F	General teaching and learning strategies
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The learning and teaching strategy for the programme is based on the strengths highlighted in the strategic plan for the Faculty of Health and Social Care Sciences (FHSCS) and is also informed by the course philosophy and by the recognition that the course participants are adult learners.

The programme will utilise a number of different teaching and learning strategies in order to support different learning styles including

- Blended learning, using discussion boards, interactive web pages, and electronic resources and databases.
- The use of a portfolio as a tool for the promotion of individual learning and assessment.
- Feedback on development of learning skills will be given both formatively and summatively during the process and will be closely supported by an educational mentor.
- Independent project work will also enable the students to self-generate and undertake in-depth research in an area relevant to advanced practice in Health and Social Care.
- Skills in analysis (quantitative or qualitative), data handling and presentation of original work/information will be supported through the use of small interactive tutorials and one-to-one support.
- Students will be encouraged and supported to develop self-responsibility for their learning through, specific self-directed activities and tasks, independent presentations and student led seminars.
- Students will be encouraged and supported to work collaboratively and cooperatively via Peer Assisted Learning groups, formed of student from different professional groups.
- Interactive discussions and debates will also be used to foster the skills of critical enquiry, synthesis and dissemination of key concepts.

G	Assessment
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The assessment strategy reflects the need for students to be able to deal with complex issues systematically and creatively; demonstrate self-direction and originality in problem solving; communicate conclusions clearly to a specialist and non-specialist audience and advance their knowledge and understanding to a high level. Assessment methods will specifically test analysis, selectivity, debate, evaluation and the achievement of a high level of critical thinking.

A range of assessment methods will be utilised including:

- Portfolio (in which the student will be expected to include)
Evidence of advanced professional practice and leadership development, identified from initial and ongoing self analysis, peer review and practice mentor assessment.
- Critical analysis of achievement
- Case studies
- Exams
- OSCE
- Oral presentations
- Written assignments
- Research proposals and project.

Assessment methods will be an integrated part of the overall learning and teaching experience for the student and promote the advancement of independent learning ability required for continual professional development. Students will be encouraged to submit early drafts of all written work including research proposal and project for formative feedback. The academic team will provide students with prompt feedback in both formative and summative assessment processes.

H	Support for students and their learning
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Students will go through an induction process which will introduce them to the course, learning and teaching and assessment methods. Students will be provided with study skills support, including sessions to help with writing, using databases, and introductory research methods.

Students will be provided with a student handbook, which will include information about all the services offered to support the student through the duration of the course including; educational mentoring schemes, administrative support services, learning resources (both electronic and otherwise), dyslexia support and counselling services.

Every student will be allocated an Educational Mentor who will act as a contact point throughout the programme. The choice of Educational Mentor will normally be a joint decision by the Course Director, module team and the student and may not necessarily be from the same professional group. The Educational Mentor will provide both academic guidance and a pastoral support and will have the specific responsibility of discussing academic progress and advancement of practice relevant to the students work context.

I	Criteria for admissions
<p>Applicants will be a qualified health or social care practitioner, with an honours degree from any university in the UK or Republic of Ireland or an honours degree from an approved institution of higher education outside the UK or Republic of Ireland.</p> <p>Applicants will be expected to demonstrate a minimum of 2 years post qualifying practice experience.</p> <p>Applicants can be considered who do not have a degree. An ability to study at Masters level will be evidenced from applicants who have completed level 3 modules[s] to a Pass standard of B grade or standalone M level studies. Provision for AP(E)L will be made transparent.</p> <p>It will be expected that applicants will demonstrate support from their manager and will have identified an appropriate named mentor[s] according to route and module choice.</p>	

J	Career opportunities
<p>This programme is aimed at health and/or social care practitioners who are already in employment, and, who aspire to or who are practising within an advanced role.</p> <p>The programme, in particular, will provide registered nurses with an opportunity to work towards NMC approved Advanced Nurse Practitioner competencies in readiness of the anticipated Advanced Practice sub part of NMC register [due 2009].</p> <p>In the event of other professional and/or regulatory bodies establishing and approving advanced practice frameworks for further professional groups, students will be able to incorporate these into the MSc Advanced Practice programme as the benchmark for their own practice area.</p>	

K	Methods for evaluating and improving the quality and standards of teaching and learning
<p>Evaluation is a central component of the curriculum and the Faculty of Health and Social Care Sciences has an organised system for the collection, interpretation, analysis and dissemination of information related to the student experience including: module evaluation questionnaires, the Student/Staff Consultative Committee, and student and practitioner representation on Course Committees.</p> <ol style="list-style-type: none"> 1. Student Evaluation. Standard forms for evaluation of modules will be completed by students and evaluated centrally and considered by the Programme Leader and the course team. Other techniques will also be used, for example, student focus groups and ongoing informal verbal evaluation. 2. Students will nominate two students per cohort to attend the Student Staff Consultative Committee (SSCC) and Course Committee to provide a student perspective. The Course Director will chair both the SSCC and the Course Committee and together with the students will be responsible for ensuring that key issues raised at the SSCC will be fed into the course committee, and onwards into the Taught Post Graduate Courses Committee (TPCC) and Faculty Quality Committee (FQC) where appropriate. 3. The course committee will report to the TPCC and FQC. The programme leader will be a member of the TPCC and minutes of the course committee and Board of Examiners meetings will be placed on the TPCC agenda. The Head of School and the 	

	Deputy Head of School are both members of the FQC, as is the Course Director.
4.	To ensure integration and curriculum coherence and to minimise the risk of repetition, staff members will engage in self-assessment and peer assessment and module reviews. Evaluative data from lecturers is collated and utilised for curriculum development. Regular course meetings also facilitate staff monitoring and evaluation of the course.
5.	Two visiting examiners will be appointed according to the SGUL regulations, and will examine and evaluate the assessment processes. The visiting examiners reports will be considered fully in the annual course report, and will be discussed at the course committee.
6.	The Course Director will draft an annual course report after the final Board of Examiners meeting each year.
7.	There will be a complete review of the Programme every six years, this will be conducted by a validation committee and will normally include an external specialist with relevant subject expertise.

L	Regulation of assessment
	<p>The MSc Advanced Practice will comply with the St George's, University of London, General Regulations for Students and Programmes for study 2005/2006 and a number of processes are in place to ensure regulation of assessment including:</p> <ul style="list-style-type: none"> • A Scheme of Assessment which provides the regulation for each of the modules, and the criteria determining a final award, and reporting procedures. • Two visiting examiners will be appointed according to the SGUL regulations, and will examine and evaluate the assessment processes. The visiting examiners reports will be considered fully in the annual course report, and will be discussed at the course committee. Reports will also go to Taught Postgraduate Courses Committee (TPCC). • Assignment guidelines will be written for each module and will be provided to the students in the module handbooks, and course handbooks in advance of the module starting. • Marking criteria for each of the different forms of assessment will be devised for each modular assignment (e.g. written, oral presentation, poster, project), and the criteria will be included within the course handbook and modular handbooks.

M	Indicators of quality and standards
	N/a new course