

# Advanced Practice for Health Professions

<b>Final award</b>	MSc in Advanced Practice for Health Professions
<b>Intermediate awards available</b>	PgCert - in Applied Health Sciences, PgDip - in Advanced Practice for Health Professions
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	Occupational Therapy, Physiotherapy, Podiatry
<b>Date specification last up-dated</b>	July 2014

## Profile

### The summary - programme advertising leaflet

#### Programme content

This programme offers clinical staff practising in a range of disciplines the opportunity to construct an educational programme designed to meet their personal and professional needs. The programme is designed to give clinicians the opportunity to explore and evaluate the evidence base for their practice enabling them to develop more effective and innovative approaches to practice.

Modules offered include:-

- Foundations in Research
- Evaluations of Interventions in Practice
- Clinical Reasoning
- Gait, Balance and Posture
- Muscles, Movement and Exercise

#### MSc in Advanced Practice for Health Professions at UEL

The programme is interdisciplinary and students work together exploring the contribution each discipline makes to patient care. Through this approach students will develop a better understanding of other disciplines and develop approaches to working together to provide a patient led service.

#### Admission requirements

Students will all have:-

- a first degree in a health related discipline classified as second class or above

- professional registration with the relevant regulatory body from their home country and/ or
- current membership of the relevant Professional Body
- relevant work experience is desirable but the applicant's overall profile will be considered during the admission's process

We anticipate that the programme and modules offered may be of interest to a range of health disciplines including Occupational Therapists, Physiotherapists, Podiatrists, Rehabilitation Nurses, Sports Therapists, case managers.

In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

Students who apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

### **Programme structure**

The programme forms part of our Post Graduate Framework for Health Professions which offers a wide range of accredited short courses and modules focused around patient centred care and evidence based practice.

Full time Students complete the programme in 1 calendar year.

Part time students may take two to six years – undertaking modules at a pace to suit their busy lives.

Students are required to complete two core modules Foundations in Research and a Dissertation.

Students may choose the remaining modules from a wide range of modules and short courses offered.

### **Learning environment**

The modules are studied through a variety of activities including keynote lectures, Seminar, tutorials, practical sessions, workshops, laboratory sessions, web-based learning.

Many of the modules use:-

- **Presentations**, which encourage students to communicate their novel ideas, make interpretations and develop critical awareness with their peers from across the disciplines
- **Case studies** which encourage the students to review and evaluate their own practice;
- **Practical and laboratory sessions** which develop new skills for management and evaluation of practice.

Self direction is encouraged from the beginning and develops throughout the modules, culminating in the dissertation where the student works interdependently with the supervisor.

### **Assessment**

The programme has been developed in accordance with underlying principles currently held at the forefront of the professional and academic disciplines. Students are asked to show originality in the application of knowledge and understanding of how the boundaries of knowledge are advanced through research particularly in the Research Dissertation modules. In this assessment they will be asked to deal with complex issues both systematically and creatively, and they will have to show originality in tackling and solving problems. Most of our students are in employment but as the assessment throughout the programme is linked to the workplace, where possible, the students will further develop the qualities needed for working in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.

Coursework assignments are used in the assessment of all modules. In these, students have a choice the students can apply their interests to specific tiles, offering them the chance to bring originality to their assignments to gain increased knowledge, learning which is applicable to their work place.

Modules that include practical clinical skills may include a practical demonstration of skills and knowledge.

### **Relevance to work/profession**

As many of the modules are related to the work setting they encourage the transferability of higher level skills and knowledge in order to review or change or transform current practice, often in line with government initiatives. The ability to understand critically, research publications, methods and analysis; conceptual thinking; reflection; group working and communication; and the skills relevant to independent life long learning are some of the transferable skills encouraged.

The students become more confident to articulate their practice in an interdisciplinary setting. This leads to advances in implementing continuing professional development, research or advanced practice in their departments and in wider context.

### **Dissertation/project work**

The Masters Programme comprises two core modules - Foundations of Research, and the Research Dissertation which may be 30 or 60 credits in value. These ensure that the students develop the skills to evaluate and develop new approaches to practice characteristic of an Advanced Practitioner. The student has a wide choice of modules to complete the programme enabling them to tailor their studies to reflect the nature of their practice.

All modules incorporate use of current literature and critical evaluation of this. This is most evident in: Foundations of Research, and the Research Dissertation. The Foundations of Research assesses the fundamental principles on which the students build their critical thinking and research knowledge. Most of the modules are process led and therefore the students can focus on their academic discipline or / and professional practice.

The programmes encourage a different way of thinking and conceptual ideas are encouraged through many exercises and assignments. The readings supplement this conceptual understanding so that they are at the cutting edge of published work in the relevant disciplines that form the evidence base for practice. Where appropriate students are able to develop new hypotheses and, where qualitative methodologies are applied, to develop a deeper understanding of the paradigm.

### **Added value**

The modules give the students strong underlying knowledge and learning which has encouraged many students to continue on to PhD level work, take up research posts, present at national and international conferences and engage in changing professional policies.

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### **Your future career**

Most of the students will return to the clinical environment and will be in a position to seek a post with a higher banding on the Career Framework e.g. Advanced Practitioner or Consultant status. In the past, some have continued to undertake research, acted as consultants to related commercial enterprises or have been promoted to higher grades as a direct result of completing our MSc programmes.

Several students have moved on to a career in Higher Education.

### **How we support you**

The School Help Desk provides immediate help with day to day problems. This is normally the first point of call for a student and if further advice is required the Help Desk staff will advise the student on where to go for support.

All students are allocated a personal tutor who will support them throughout the programme. Tutors are able to provide information and advice about services available to support learning or to cope with the stresses that study may bring.

Personal tutors can provide feedback and help on draft coursework essays but where the material lies outside their area of expertise the help will focus on presentation and writing style rather than on content.

Module leaders and the module teaching team provide support for students seeking help with understanding of detailed concepts being studied. Students are allocated a research supervisor at a stage when they are beginning to think about their research and prepare for the work required. The supervisor will assist with the design, ethics application and data collection for the study as well as supporting the writing required.

The Programme Leader provides support for the students from the time they enrol until they graduate. Advice is available on module choices and practical aspects undertaking part time study.

English language support is available for all students whose first language is not English. Our School International Student Support Officer will help overseas students comply with legislation and support them to settle into the UK

### **Bonus factors**

The modules have been mapped against the Skills for Health competences accessed at Skills for Health website. Clinicians will find this helpful in planning an educational programme that supports their career development and in negotiating their access to educational opportunities.

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- Provide continuing academic and professional development through learning packages are developed as short courses, single modules or awards that act as currency for entrance onto more education
- Develop the ability to broaden your knowledge by studying modules or short courses at the same level or to increase the depth of their knowledge and transferable skills for specialist practice
- Explore academic knowledge and relevant professional frameworks that apply to practice
- Develop higher-order or applied research skills that encourage research and evaluation in occupational settings.
- Develop a systematic understanding of knowledge and critically evaluate current research
- Comprehensive understanding of techniques applicable to your own research or advanced scholarship
- Demonstrate 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

#### **What will you learn?**

##### **Knowledge**

- A comprehensive and in-depth knowledge of specialised and applied areas of health science
- An appreciation of the current range of theoretical and research understanding in the chosen area of practice

## **Thinking skills**

- critical awareness of current problems informed by, the forefront of their area of professional practice
- An ability to conceptualise practice issues from alternative theoretical perspectives and synthesise, develop and communicate creative solutions
- An ability to create, design and explore a research question in a specialised area and evaluate this research with appropriate justification or create, design and explore a work based learning project to evaluate an issue in practice
- Reflect critically on their own and others' learning and practice; disseminate to peers in a critical format, underlying evidence in specific areas of practice

## **Subject-Based Practical skills**

- The ability to deal with complex issues both systematically and creatively, and to make sound judgements
- Self-direction and originality in tackling and solving problems, and planning and implementing tasks at a professional level

## **Skills for life and work (general skills)**

- the independent learning ability required for continuing professional development
- Demonstrate the skills relevant to independent, life-long learning

# **Structure**

## **The programme structure**

### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

## **Credit rating**

The overall credit-rating of this programme is 180 for Masters, 120 for PgDip.

## **Typical duration**

### **Full-time mode MSc: One Year (Sept – Sept the following year)**

Participants wishing to study full-time begin studying in September.

International students are advised to attend the Preparation of Higher Education programme offered by the University. The full-time participant will complete 4 or 5 modules (each of 30 credits) and a dissertation that is counted as 2 or 1 modules i.e. 60 credits for a major dissertation, or 30 credits for a minor dissertation)

Full-time students will undertake the Foundations in Research module at the start of the programme. This will serve to inform the development of the dissertation that is undertaken during the summer period.

### **Part-time mode MSc: Two to Six Years**

Participants wishing to study part-time may begin studying in either September or February. The part-time participant can control their own pace of learning and may study a maximum of 90 credits over two semesters. The modules are distinct entities in themselves and student will register for each module individually. Part-time students are expected to complete the core module i.e. Foundations in Research within their first academic year of study. This core module plus one other module must be successfully completed before the Dissertation is undertaken as the final part of the programme

### **Part-time mode Post Graduate Diploma (PgDip): One to Two Years**

PgDip participants must complete the Foundations for Research Module, and at least 3 other modules. Students must complete a total of 4 taught modules for this award. Although students may enrol for the PgDip it is also used as an exit award for students who for whatever reason find themselves unable to complete the full Master's programme

### **Part-time mode Post Graduate Certificate (PgCert): Six to Twelve months**

Student must complete a total of 2 taught modules for the award of PgCert. Although students may enrol for the PgCert it is also used as an exit award for students who for whatever reason find themselves unable to complete the full Master's programme

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

## **How the teaching year is divided**

The teaching year is divided into two semesters of roughly equal length. A typical full-time student will study two 30 credit modules per semester and a typical part-time student will study one 30 credit module per semester.

## **What you will study when**

<b>Full Time</b>			
<b>Semester A</b>	<b>Semester B</b>		<b>Summer</b>

Optional Module - 30 credits	Core Module - 30 credits	Research Dissertation Core module 60 credits <b>or</b> Research Dissertation Core module 30 credits + Optional Module 30 credits
Optional Module - 30 credits	Optional Module - 30 credits	

<b>Part Time</b>	<b>Semester A</b>	<b>Semester B</b>
<b>Year 1</b>	Core or Optional Module - 30 credits	Optional Module - 30 credits
<b>Year 2</b>	Core or Optional Module - 30 credits	Optional Module - 30 credits
<b>Year 3</b>	Research Dissertation Core module 60 credits <b>or</b> Research Dissertation Core module 30 credits + Optional Module 30 credits	

The following are the core and optional requirements for this programme:

<b>Level</b>	<b>Module Title</b>	<b>Credit</b>	<b>Status</b>
M	Evaluation of Interventions in Practice	30	Option
M	Gait, Balance & Posture	30	Option
M	Muscles Movement & Exercise	30	Option
M	Foundations in Research	30	Core
	Minor Dissertation (30 credits)	30	
M	<b>Or</b>		
	Major Dissertation	60	Core

### **Requirements for gaining an award**

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M.

To gain a Postgraduate certificate in Applied Health sciences you can elect to study any two of the 30 credit modules listed above.

In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level M.

In order to obtain a Masters, you will need to obtain 180 credits at Level M. These credits will include a 30 or 60 credit level M core module of advanced independent research.

### **Masters Award Classification**

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

60% - 69% Merit

50% - 59% Pass

0% - 49% Not Passed

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

##### **Knowledge is developed through**

- Lectures on key topics
- Self directed study to explore and expand concepts presented in lectures
- Student and Tutor led seminars which provide opportunities to explore understanding within a supportive experience.

##### **Thinking skills are developed through**

- Student Presentations and Videos
- Group Discussions which stimulate a critical approach to study

##### **Practical skills are developed through**

- participation in practical sessions and demonstrations
- laboratory sessions where new equipment is introduced and explored

##### **Skills for life and work (general skills) are developed through**

- Library based exercises
- Presentation of coursework essays and reports
- Use of our virtual learning environment - UEL Plus

## **Assessment**

#### **Knowledge is assessed by**

- Coursework assignments
- Production of dissertation
- Presentations

#### **Thinking skills are assessed by**

- Dissertation
- Critiques of research studied
- Keeping reflective diary
- Literature review undertakings

### **Practical skills are assessed by**

- Laboratory reports
- Case studied
- Presentations

### **Skills for life and work (general skills) are assessed by**

- Group Presentations
- Individual presentations
- Developing a learning contract

## **Quality**

### **How we assure the quality of this programme**

#### **Before this programme started**

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

## **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

## **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme
- To ensure that justice is done to individual students

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- Ensuring that regulations are followed
- Providing feedback through an annual report that enables us to make improvements for the future

## **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (meeting 6 times year)
- Student/Staff consultative committee (meeting 3 times a year)

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme noticeboard

## **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

List the methods that you use e.g .

- Questionnaires to former students
- Annual student satisfaction questionnaire
- Industrial liaison committee

- Placements Officer

## Further Information

### Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

### Where you can find further information

Further information about this programme is available from:

- [The UEL web site](#)
- The student handbook (UEL Plus Module site)
- Module study guides (UEL Plus Module site)
- [Regulations for the Academic Framework](#)
- [UEL Manual of Regulations and Policies](#)
- [UEL Quality Manual](#)
- [School web pages](#)