Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	HW042P31UV	Part-time	2 Years
Course Title:	MSc Professional Practice in Healthcare (Teaching and Learning)		
Hierarchy of Awards:	Master of Science Professional Practice in Healthcare (Teaching and Learning) Postgraduate Diploma Professional Practice in Healthcare (Teaching and Learning) Postgraduate Certificate Professional Practice in Healthcare University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	08/Apr/2020		
Last Review:	2022/3		
Course Specification valid from:	2019/0		
Course Specification valid to:	2028/9		

Academic Staff

Course Leader:	Mrs Caroline Lowe
Head of Department:	Robert Corbett

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

An existing Postgraduate Certificate which has been recognised by Advanced HE (within the last 5 years)

You must be a Health or Social Care registrant currently employed in a health or social care setting.

Distinctive Features of the Course:

The Masters of Science Professional Practice in Healthcare (Teaching and Learning) provides access to structured and supported educational development to enable students to progress through their Masters Level study.

Throughout this course our expert team of healthcare lecturers, practice partners and University of Wolverhampton's 'Service Users and Carers Contributing to Educating Students for Services (SUCCESS)' team aim to ensure that you have access to a range of learning opportunities to further develop your clinical speciality practice.

The University prides itself on its excellent partnership working arrangements with local practice partners, providing excellent support for you in the clinical setting, ensuring that you are supported in accessing relevant learning opportunities.

Outline structure of the Course:

Year 1

To permit students to be admitted to Master of Science Professional Practice in Healthcare (Teaching and Learning) with advance standing of 60 credits, only in the form of an existing Postgraduate Certificate or Postgraduate Diploma in Further/Higher Education (completed within the last 5 years prior to entry).

The procedure for the assessment of prior learning are determined by the University Academic Enhancement Committee on behalf of the Academic Board and set out in the guidelines for Recognition of Prior Learning (normally a maximum of 50% from a course is permitted).

Year 2

Postgraduate Diploma Professional Practice in Healthcare (Teaching and Learning)

Looking at a range of relevant subject areas in the following modules:

7WB005 Career and Personal Development Planning; CORE

7HW025 Service Improvement Project Management; CORE

7NH126 Advanced Inquiry. CORE

The three modules comprising the Postgraduate Diploma in Professional Practice in Healthcare (Teaching and

Learning) are the core modules of its follow-on course, the MSc Professional Practice in Healthcare (Teaching and Learning)

The Postgraduate Diploma in Professional Practice in Healthcare (Teaching and Learning) aims to facilitate personal and professional development in education and strengthen participants' ability to bring about positive change and solve problems effectively.

The course aims to:

1. Equip you with the knowledge, skills and understanding to evaluate, enhance, synthesise and develop higher levels of decision making within the context of healthcare service improvement.

2. Provide the opportunity to engage in interdisciplinary and inter-professional learning and working.

3. Enable critical reflective practice and lifelong learning that fosters a spirit of scientific enquiry and research that promotes personal and professional development.

Postgraduate Diploma

For the award of PgD, you, the student will be able to :

1. Demonstrate 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 your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student:

• to evaluate critically current research and advanced scholarship in the discipline

• to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

2. Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

3. 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 in the discipline.

4. Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

5. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

6. Demonstrate the qualities and transferable skills necessary for employment requiring:

• the exercise of initiative and personal responsibility

• decision-making in complex and unpredictable situations

• the independent learning ability required for continuing professional development.

Year 3

Module Code: 7NH095 Dissertation: Health Research and Evidence-Based Practice Dissertation

Credits: 60 Type: Core

Research is essential in finding out new knowledge that can lead to transformative change in treatment, policies and care. Research can find answers to things that are unknown, filling gaps in knowledge and changing the way health care professionals work. Through evidence based practice professionals can solve specific practice problems, through the integration of the best available research evidence, clinical expertise

and resources. The aim of this module is to enable and equip students to become critical consumers and research minded practitioner researchers, in order that they have the capacity to undertake a research project.

The students write a dissertation project on a research topic/ area of their choice within a limited time span of 12 months. The dissertation will build upon the theoretical and methodological skill and knowledge as a practitioner researcher from previous modules. The module provides the student with three choices for the dissertation assessment. Specific advice is provided for each option. All types of assessment should demonstrate the rigour and audit ability according to their paradigm. To some extent the choice will be guided by the programme of study they have already completed. The student produces a written piece of work of not more than 15,000 words(+/- 10%). The 3 choices are:

1. Primary research (Direct research - data collection conducted by the student).

2. Integrative Review (Secondary research - reanalysis of existing research findings).

3. Evidence Based Practice project (Implementing and evaluating an evidence based

intervention in practice)

Master's Degree

At the end of 180 credits at level 7 you, the student, will be able to:

CLO1. Critically apply knowledge, understanding and skills appropriate to a professional clinical role within the NHS context.

CLO2. Critically debate the key concepts and theoretical positions that have been developed or are developing with a focus relevant to your chosen pathway (Teaching and Learning).

CLO3. Critically reflect on the academic and practical application of theories and practices in the NHS context with a focus relevant to your chosen pathway (Teaching and Learning).

CLO4. Analyse theory and context, delivering findings through effective presentation media, to become a confident, digitally literate and innovative clinical professional utilising the skills derived from the learning within your chosen pathway (Teaching and Learning).

CLO5. Critically appraise professional standards within the health sector and recognise obligations to stakeholders, the profession and society professional utilising the skills derived from the learning within your chosen pathway (Teaching and Learning).

CLO6. Synthesise relevant critical thinking through academic research completing an independent research project/dissertation at master's level appropriate to your chosen pathway (Teaching and Learning).

Educational Aims of the Course:

The Masters of Science Professional Practice in Healthcare (Teaching and Learning) pathway has a strong emphasis on the evaluation and development of both clinical practice and research, and encourages participants to reflect critically on workplace experiences and learning. The course aims to provide a clear framework, which supports CPD, recognition of prior learning, and work based learning.

During Year 1 the Postgraduate Certificate in Professional Practice in Healthcare (Teaching and Learning)

Recognition for prior Learning in the form of an existing Postgraduate Certificate or Postgraduate Diploma in Further / Higher Education demonstrates an ability to show understanding of knowledge, and a critical awareness of current problems and/or new insights at the forefront of your academic discipline or area of professional practice

During Year 2 the Postgraduate Diploma Professional Practice in Healthcare (Teaching and Learning) bracketed pathway aims to provide you with a route for you to develop your career in Teaching and Learning, whilst maintaining a focus on all areas of clinical practice. The course continues to offer you opportunities for

inter-professional learning with a mix of registrants undertaking the programme.

The course will allow you to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights at the forefront of your academic discipline or area of professional practice. You will undertake three 20 credit modules.

7WB005, 7HW025, 7HW126

During Year 3 the Dissertation 7NH095 will enable you to evaluate critically current research and advanced scholarship in clinical practice and to develop understanding and new skills to a higher level.

15,000 word (+/- 10%) research dissertation/project from a choice of 3 options. To some extent the choice will be guided by the preceding taught programme of study the students have already completed.

The choices are:

1. Primary Research.

2. Secondary Research (Integrative Review).

3. Evidence Based Practice Project.

During the Master's Degree course you will 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 in clinical practice.

At the end of 180 credits at level 7 you, the student, will be able to:

CLO1. Critically apply knowledge, understanding and skills appropriate to a professional clinical role within the NHS context.

CLO2. Critically debate the key concepts and theoretical positions that have been developed or are developing with a focus relevant to your chosen pathway (Teaching and Learning).

CLO3. Critically reflect on the academic and practical application of theories and practices in the NHS context with a focus relevant to your chosen pathway (Teaching and Learning).

CLO4. Analyse theory and context, delivering findings through effective presentation media, to become a confident, digitally literate and innovative clinical professional utilising the skills derived from the learning within your chosen pathway (Teaching and Learning).

CLO5. Critically appraise professional standards within the health sector and recognise obligations to stakeholders, the profession and society professional utilising the skills derived from the learning within your chosen pathway (Teaching and Learning).

CLO6. Synthesise relevant critical thinking through academic research completing an independent research project/dissertation at master's level appropriate to your chosen pathway (Teaching and Learning).

Intakes:

September
January
May

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2021/2	H	31	£2183.00
2022/3	H	Part Time	£2665.00
2023/4	H	Part Time	£2798.00

PSRB:

None

Course Structure:

January (Part-time)

Module	Title	Credits	Period	Type
7HW025	Service Improvement Project Management	20	INYR	Core
7HW126	Advanced Inquiry for Healthcare Professionals	20	INYR	Core

January (Part-time)

Module	Title	Credits	Period	Type
7WB005	Career and Personal Development Planning	20	INYR	Core

January (Part-time)

Module	Title	Credits	Period	Type
7NH095	Health Research and Evidence-Based Practice: Dissertation	60	CRYRA	Core

May (Part-time)

Module	Title	Credits	Period	Type
7HW126	Advanced Inquiry for Healthcare Professionals	20	INYR	Core

May (Part-time)

Module	Title	Credits	Period	Type
7WB005	Career and Personal Development Planning	20	INYR	Core
7HW025	Service Improvement Project Management	20	INYR	Core

May (Part-time)

Module	Title	Credits	Period	Type
7NH095	Health Research and Evidence-Based Practice: Dissertation	60	CRYRA	Core

September (Part-time)

Module	Title	Credits	Period	Type
7WB005	Career and Personal Development Planning	20	INYR	Core
7HW025	Service Improvement Project Management	20	INYR	Core
7HW126	Advanced Inquiry for Healthcare Professionals	20	INYR	Core

September (Part-time)

Module	Title	Credits	Period	Type
7NH095	Health Research and Evidence-Based Practice: Dissertation	60	INYR	Core

Continuing students will follow the programme indicated below:

September (Part-time)

Module	Title	Credits	Period	Type
7HW120	Dissertation: Evidence Based Practice and Research	60	INYR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar:

The course will be delivered via a revised academic calendar to support progression through and between academic years.

Approved by Academic Frameworks and Regulations Sub Committee

9th March 2023

Reference Points:

QAA Subject Benchmarks 2022. http://www.qaa.ac.uk

Skills for Health, http://www.skillsforhealth.org.uk

The Nursing and Midwifery Council: https://www.nmc.org.uk/

The Health and Care Professions Council: https://www.hcpc-uk.org/ NHS England: https://www.england.nhs.uk/

UK Health Security Agency: https://www.gov.uk/government/organisations/uk-health-security-agency

NHS Constitution for England: https://www.gov.uk/government/publications/the-nhs-constitution-for-england

Gov.UK: Clinical Governance Guidance (2022) https://www.gov.uk/government/publications/newborn-hearing-screening-programme-nhsp-operational-guidance/4-clinical-governance

NHS England (2019) NHS Long Term Plan

NHS Improvement (2019) The NHS Patient Safety Strategy

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
MA01 Critically apply knowledge, understanding and skills appropriate to a professional clinical role within the NHS context.	
MA02 Critically debate the key concepts and theoretical positions that have been developed or are developing with a focus relevant to your chosen pathway (Teaching and Learning).	
MA03 Critically reflect on the academic and practical application of theories and practices in the NHS context with a focus relevant to your chosen pathway (Teaching and Learning).	
MA04 Analyse theory and context, delivering findings through effective presentation media, to become a confident, digitally literate and innovative clinical professional utilising the skills derived from the learning within your chosen pathway (Teaching and Learning).	
MA05 Critically appraise professional standards within the health sector and recognise obligations to stakeholders, the profession and society professional utilising the skills derived from the learning within your chosen pathway (Teaching and Learning).	
MA06 Synthesise relevant critical thinking through academic research completing an independent research project/dissertation at master's level appropriate to your chosen pathway (Teaching and Learning).	
PGDIP01 Demonstrate 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 your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: • to evaluate critically current research	

Learning Outcomes	Modules
and advanced scholarship in the discipline • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGDIP02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	
PGDIP03 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 in the discipline	
PGDIP04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	
PGDIP05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGDIP06 Demonstrate the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility • decision-making in complex and unpredictable situations • the independent learning ability required for continuing professional development.	
PGCERT01 Demonstrate 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 your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: • to evaluate critically current research and advanced scholarship in the discipline • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGCERT02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	
PGCERT03 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 in the discipline	
PGCERT04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	
PGCERT05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGCERT06 Demonstrate the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility • decision-making in complex and unpredictable situations • the independent learning ability required for continuing professional development.	

Teaching, Learning and Assessment:

he curriculum aligns with the University of Wolverhampton Learning and Teaching Strategy and Inclusive Framework: Curriculum Design and Delivery (see Inclusive Framework: principles and sub-principles (wlv.ac.uk)) in enabling you to achieve your full learning potential through being empowered and inspired. The registered curriculum is designed to be inclusive and flexible, to meet the needs of a diverse student nursing community. You will develop and enhance ongoing skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

Your learning and teaching will be supported by our virtual learning platform 'CANVAS'. Opportunities for studying with, and learning from, other health care disciplines are provided, both in university and in the practice setting.

Service users and carers contribute to all aspects of the curriculum including the co-production of specific teaching sessions and contributing to your assessment in some modules and in practice. This approach is recognised for the enhancement it brings to your learning and for the contribution it makes to ensuring that we prepare future professionals who are fit for practice, demonstrating person-centred skills and able to act in the best interests of service users and their families.

Where appropriate you will have access to our state-of-the-art skills Lab facilities at both Wolverhampton and Walsall campus.

In higher education, 'assessment' describes any process that appraises an individual's knowledge, understanding, abilities or skills. The ways in which you will be assessed at the University of Wolverhampton will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

At the University of Wolverhampton, a variety of modes of assessment are used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course will include a variety of assessment activity, which may include:

Written examinations (including online examinations, open and closed book examinations and quizzes)

Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)

Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your Masters degree you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research (7NH095).

The dissertation module provides the student with three choices for assessment. Specific advice is provided for each option. All types of assessment should demonstrate the rigour and audit ability according to their paradigm. To some extent the choice will be guided by the programme of study they have already completed. The student produces a written piece of work of not more than 15,000 words(+/- 10%). The 3 choices are:

1. Primary research (Direct research - data collection conducted by the student).

2. Integrative Review (Secondary research - reanalysis of existing research findings).

3. Evidence Based Practice project (Implementing and evaluating an evidence based

intervention in practice)

7NH095 Dissertation: Evidence Based Practice in Research

Core modules;

7WB005 Career Planning and Personal Development – reflective activities, lectures, group work, tutorials, formative feedback, presentations, portfolio and reflection.

7HW025 Service Improvement Project Management – service development activities, lectures, group work, tutorials, formative feedback, presentations, project initiation document and written project report.

7HW126 Advanced Inquiry for Healthcare Professionals – reflective activities, lectures, group work, tutorials, formative feedback, presentations, Summative assessment – Research Proposal.

You will receive feedback on your progress throughout your course. Feedback on formative (developmental work) will be provided through peer review, verbal feedback on skills performance and group/individual presentations and, in some instances written feedback will be provided. Feedback on summative assessments will be provided in written form.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University Support:

The University Library is the key source of academic information for students. The Library provides access to a wide range of online information sources, including e-books, e-journals and subject databases as well as printed material. Study spaces are available in each of our libraries, including social, quiet and silent areas. In addition to our day to day 'on campus' support, please use our 24/7 online chat service Library Assist.

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help with topics such as academic writing and referencing. This support is available both on campus and online from Skills for Learning.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Working in partnership with you

The pathway towards achieving your degree is one with highs, lows and everything in between. However, you are not alone! Obtaining a degree is a partnership between the University and you. This student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter:-https://www.wlv.ac.uk/about-us/student-charter/.

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will

assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your Course Guides, along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

This course has been developed in conjunction with practice partners and service users in order to reflect the increasing and rapidly changing complex environment in which health care takes place. The educational philosophy of the course aims to develop and demonstrate the qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility
- Decision-making in complex and unpredictable situations
- The independent learning ability required for continuing professional development

Throughout the course students will have the opportunity to develop and demonstrate a number of key skills to enhance their current and future employability, some of these are listed below:

- Working effectively as part of a group and being involved in inter-professional working practices and educational opportunities.
- Demonstrate teamwork, leadership skills and be able to manage and resolve conflict.
- Be independent and self-directing in their own learning.
- Develop effective communication skills both written (via reports etc.) and oral (through formal presentations).
- Problem-solve and make sound judgements and complex decisions.
- Develop IT skills (which include use of virtual learning environments etc.)
- Time management and show the ability to be able to prioritise.
- Manage change and seek out innovative opportunities in order to enhance practice and service delivery.

These are reflected in the University's Graduate Attributes Framework (see Graduate Attributes Framework)