Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Nursing		
Course Code(s):	NH136P31UW	Part-time	3 Years
Course Title:	MSc Professional Practice in Healthcare (with V300)		
Hierarchy of Awards:	Master of Science Professional Practice in Healthcare (with V300) Postgraduate Diploma Professional Practice in Healthcare (with V300) Postgraduate Certificate Professional Practice in Healthcare (with V300) University Statement of Credit Professional Practice in Healthcare (with V300)		
Language of Study:	English		
Date of DAG approval:	15/Jan/2024		
Last Review:			
Course Specification valid from:	2023/4		
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

Entry requirements ensure compliance with PSRB prescribing regulations. To access the MSc Professional Practice in Healthcare (with V300) you must:

- Be a registered nurse, midwife or allied health professional with at least one years' post-registration experience.
- Be working in a clinical area that requires autonomy in performing physical assessment of patients and prescribing medication, evidenced through the PER Form.
- Provide a signed declaration of good health and character from your employer or sponsoring organisation.
- Provide evidence of support from employer/manager and the organisation's Prescribing Lead confirming that your role includes the requirement to independently prescribe medication and that you have access to a prescribing budget.
- You will also be required to provide details of a named practice assessor who must be a registered healthcare professional with a recognised prescribing qualification. You practice assessor will mentor you and assess your prescribing practice supporting your completion of at least 90 hours prescribing practice.

An existing undergraduate degree or postgraduate certificate or above, or alternatively certificated evidence of recent study at Level 6 (within the last 3 years) related to the field of healthcare to ensure ability to study at Masters level

Distinctive Features of the Course:

The Masters of Science Professional Practice in Healthcare (with V300) provides access to structured and supported educational development to enable you to progress through your Masters Level study.

Throughout this course our expert team of healthcare lecturers, practice partners and users of services aim to ensure that you have access to a range of learning opportunities to further develop your clinical practice.

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

Educational Aims of the Course:

The Masters of Science Professional Practice in Healthcare (with V300) pathway has a strong emphasis on the evaluation and development of both healthcare 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 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 Career Planning and Personal Development

7HW025 Service Improvement Project Management

7NH035 Developing History Taking and Physical Assessment Skills for the Adult Patient/Client

The Year 2 Postgraduate Diploma Professional Practice in Healthcare (with V300) aims to provide you with a route for you to develop your career in terms of Non-Medical Prescribing, 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.

To make up your 60 credits you will undertake;

7HW126 Advanced Inquiry (CORE) 20 Credits. This module aims to introduce different types of literature review, systematic reviews, integrative reviews and scoping reviews. The module introduces a range of qualitative and quantitative research methods and outlines the different epistemological and ideological foundations of contrasting research paradigms relevant for the development of a research proposal. Assessment Overview – Research Proposal 2,500 words 100% weighting.

7NH094 Non-Medical Prescribing for Nurses, Midwives and Allied Health Professionals– (CORE) – 40 Credits. You will develop and integrate underpinning theory in Non-Medical Prescribing by critically reviewing and applying literature. You will appraise mechanisms of numeracy calculation, drug actions, side effects and contra-indications. You will be able to apply pharmacological information to your prescribing decisions. You will be able to integrate an advanced level of theory into practice in order to prepare you as a registered health professional to prescribe, as an independent or supplementary prescriber, appropriately and economically under the regulations pertaining to the appropriate drug formulary.

RPL

Recognition of Prior Learning

You will have the option to bring in up to 60 credits of level 7 previously studied health care related modules into this award at the discretion of the course leader.

For example, if you have already completed a health assessment/physical examination module, or have completed the V300 non-medical prescribing module(s) within the last 5 years you may be able to bring the credits gained from your previous study into this pathway. However, please note that you will be required to demonstrate that you are currently working in a health assessment and/or prescribing role and will also have to demonstrate that your previous study maps to our modules. Please contact the course lead for further information and support with this process.

Year 3

Master of Science Professional Practice in Healthcare (with V300)

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

Credits: 60 Type: Core

Locations: Walsall Campus

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)

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 healthcare practice.

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	Part Time	£2600.00
2022/3	H	Part Time	£2665.00

PSRB:

None

Course Structure:

January (Part-time)

Module	Title	Credits	Period	Type
7HW025	Service Improvement Project Management	20	INYR	Core
7NH035	Developing History Taking and Physical Assessment Skills for the Adult Patient / Client	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
7NH094	Non-Medical Prescribing for Nurses Midwives and Allied Health Professionals	40	INYR	Core

January (Part-time)

Module	Title	Credits	Period	Type
7HW126	Advanced Inquiry for Healthcare Professionals	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
7NH035	Developing History Taking and Physical Assessment Skills for the Adult Patient / Client	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
7HW126	Advanced Inquiry for Healthcare Professionals	20	INYR	Core

May (Part-time)

Module	Title	Credits	Period	Type
7NH094	Non-Medical Prescribing for Nurses Midwives and Allied Health Professionals	40	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
7NH035	Developing History Taking and Physical Assessment Skills for the Adult Patient / Client	20	INYR	Core

September (Part-time)

Module	Title	Credits	Period	Type
7HW126	Advanced Inquiry for Healthcare Professionals	20	INYR	Core
7NH094	Non-Medical Prescribing for Nurses Midwives and Allied Health Professionals	40	INYR	Core

September (Part-time)

Module	Title	Credits	Period	Type
7NH095	Health Research and Evidence-Based Practice: Dissertation	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 - 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 on 9 March 2023

Section 6.1.1 - Your Professional and Statutory Regulatory Body will be informed of your award of module 7NH094 Non-medical Prescribing for Nurses, Midwives and Allied Health Professionals (V300) on completion

of the module. This will support early annotation of your registration to allow you to commence your prescribing practice.

Approved by AFRSC 08/10/2024

Reference Points:

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

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

University of Wolverhampton Academic Regulations 2022-23

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

Royal Pharmaceutical Society (2021) Competence Framework for All Prescribers - https://www.rpharms.com/resources/frameworks/prescribing-competency-framework/competency-framework

Health and Care Professions Council Standards for Prescribing - https://www.hcpc-uk.org/employers/using-our-standards/

Nursing and Midwifery Council Standards for Prescribers - https://www.nmc.org.uk/standards/standards-for-post-registration/

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
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	

Learning Outcomes	Modules
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.	
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 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.	
MA01 Critically apply knowledge, understanding and skills appropriate to a professional healthcare 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 (Speciality Practice).	
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 (Speciality Practice).	

Learning Outcomes	Modules
MA04 Analyse theory and context, delivering findings through effective presentation media, to become a confident, digitally literate and innovative healthcare professional utilising the skills derived from the learning within your chosen pathway (Speciality Practice).	
MA05 Critically appraise professional standards within the health sector and recognise obligations to stakeholders, the profession and society utilising the skills derived from the learning within your chosen pathway (Speciality Practice).	
MA06 Synthesise relevant critical thinking through academic research completing an independent research project/dissertation at master's level appropriate to your chosen pathway (Speciality Practice).	

Teaching, Learning and Assessment:

The 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)

Core modules;

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

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

7NH035 Developing History Taking and Physical Assessment Skills for the Adult Patient/Client - Lectures, group work, tutorials, formative feedback. Presentation.

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

7NH094 Non-medical Prescribing for Nurses, Midwives and Allied Health Professionals – workshops, tutorials, formative tests. Summative assessment – drug calculations exam, pharmacology exam, clinical competences, presentation.

7NH095 Dissertation: Evidence Based Practice in Research

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)

Completion of module 7NH094 Non-medical Prescribing for Nurses, Midwives and Allied Health Professionals enhances employability and service delivery in producing a practitioner that meets the competence framework for prescribers (Royal Pharmaceutical Society 2021). The completion of this module will by recorded against your registration with the NMC or HCPC.

