



**UNIVERSITY OF  
PLYMOUTH**

Faculty of Health and  
Human Sciences

## **University of Plymouth**

**Faculty of Health and Human Sciences**

School of Nursing & Midwifery

### **Pathway Specification**

Postgraduate Certificate

Postgraduate Diploma

Master of Science

**Advanced Professional Practice  
(Nursing and Midwifery Professions)**

Updated following Minor change for implementation 2019-20

A handwritten signature in black ink, appearing to read 'A. Helix'.

Date of Approval:	06 January 2017
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## **1. MSc Advanced Professional Practice (Nursing and Midwifery Professions)**

### **Final award title**

MSc Advanced Professional Practice (Nursing and Midwifery Professions)

### **Level 7 Intermediate award title(s)**

Postgraduate Diploma (PgDip) Advanced Professional Practice (Nursing and Midwifery Professions)

### **Level 7 Intermediate award title(s)**

Post Graduate Certificate (PgCert) Advanced Professional Practice (Nursing and Midwifery Professions)

### **Level 7 Intermediate award title(s) Level 7 Intermediate award title(s) (Exit Award only for students who fail the first core module)**

Post Graduate Certificate (PgCert) Advanced Professional Development

<b>UCAS code</b>	N/A
<b>JACS code</b>	B700; B990

**2. Awarding Institution:** University of Plymouth

**Teaching institution(s):** University of Plymouth

**3. Accrediting body(ies):** Not applicable

## **4. Distinctive Features of the Nursing and Midwifery Professions Pathway and the Student Experience**

Through the contemporary focus of the Programme, as the students advance their knowledge and skills they will be well positioned to develop and improve practice in terms of efficiency, effectiveness and quality. This will lead to improved ways of working with a resultant impact on patient care ensuring a culture that fosters research-informed excellence, enhanced competency, advanced decision making and sustainability for future workforce development needs.

The programme has been adapted to reflect service, political and professional changes whilst maintaining a clear focus on the University's strategy of ensuring a quality student experience. Research-informed teaching will support the programme, which has a sound contemporary evidence base and utilises the range of skills and experience available within the programme team.

Specific pathways, developed with close consultation and collaboration between key stakeholders including students, clinical representatives and academics. The Programme development team has been conscious of the need to enhance the student experience and promote academic excellence whilst ensuring that the Programme meets contemporary service needs.

### **The Nursing and Midwifery Professions Pathway offers:**

- the student the opportunity to build an MSc around their personal professional needs by picking and choosing optional modules relevant to their area of practice.
- a student-centred approach to the Programme structure providing flexibility in the choice of the pathway award;
- opportunities to study in an inter-professional setting with inter-professional core and optional modules;
- a contemporary and dynamic Programme responsive to the changing health and social care environment;
- professorial level input into curriculum design and delivery of modules;
- research informed teaching embedded throughout curriculum; a team with extensive experience in the delivery of Masters level modules and a diverse range of health and social care experience delivers the programme.
- lose partnership working with clinicians contributing to the teaching and assessment strategy.

### **5. Relevant QAA Subject Benchmark Group(s)**

The Programme is informed by the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland for level 7 study (QAA for Higher Education 2008).

## 6. Pathway Structure

The pathway will offer exit awards of Postgraduate Certificate/Diploma or Masters Degree in Advanced Professional Practice (Nursing and Midwifery Professions). Providing the student with the opportunity to achieve a generic award with five optional 20-credit modules from across the different pathways and/or from the wider selection of level seven modules within the Professional Development Unit. The Nursing and Midwifery Profession Pathway is illustrated in Box 1.

The 3 core pathway modules:

- Advancing Practice in Context
- Research Methodology and Application
- Substantive Professional Project

### Box 1.

<b>Pathway Structure:</b> PGCert/PGDip/MSc Advanced Professional Practice (Nursing and Midwifery Professions)			
Core Module APP701 Advancing Practice in Context  20 Credits	Optional module  20 Credits	Core Module APP745 Research Methodology and Application  20 Credits	<b>Post Graduate Certificate</b>  <b>60 Credits</b>
Optional Module  20 Credits	Optional Module  20 Credits	Optional Module  20 Credits	<b>Post Graduate Diploma</b>  <b>120 Credits</b>
Optional Module 20 Credits	Core Module SPP702 Substantive Professional Project  40 Credits		<b>Masters</b>  <b>180 Credits</b>

For the generic award in Nursing and Midwifery Professions, the student can choose five optional modules from all level 7 modules in the University's M-level module portfolio; this is frequently added to meet the needs of the contemporary practitioner. For students who wish for a specific award such as Clinical Practitioner, Community and Primary Care Practitioner or Mental Health Practitioner the details are in the specific pathway specifications.

Students will discuss their choice of modules with their Pathway lead/Personal tutor to ensure that their selection is appropriate for their chosen award title. Students will also discuss their proposed timeline with their Pathway lead and Personal tutor and this will be reviewed at regular points in line with the personal tutor guide. Students will be advised that optional modules are subject to minimum numbers and are advised to check with the Professional Development Unit to confirm that the module will be running two months prior to the proposed delivery dates.

## **7. Pathway Aims**

The aim of the Programme is to equip health professionals to advance knowledge and skills by:

1. gaining a deeper understanding of the advanced clinical practice role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time
2. developing a critical understanding of the contemporary issues that influence service delivery and how the advancing level of practice influences the provision of high quality, patient centred care.
3. developing a contemporary approach to health and social care through advancing and utilising knowledge and skills in professional practice.
4. ensuring professional practice is underpinned by a focus on excellence and sustainability by developing a critical, analytical and creative approach.
5. critically reviewing trends in theory, practice and management relating to practice;
6. equipping individuals for lead roles in management, clinical practice and/or education.
7. promoting an understanding of the philosophy and procedures involved in research and use of evidence.
8. designing and undertaking research that will enhance and develop patient care and/or service provision.



## **8. Pathway Intended Learning Outcomes**

Please see Section 13.1 for mapping of Intended Learning Outcomes against modules and level.

### **8.1. Knowledge and understanding**

On successful completion graduates will have developed:

- 1) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
- 2) a comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- 3) 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) knowledge gained from advanced study to professional practice.
- 5) a deeper understanding of the advanced clinical practice role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time.
- 6) a developed a deeper understanding of the influences, drivers and policies that inform the level of advanced practice.

### **8.2. Cognitive and intellectual skills**

On successful completion, graduates will have developed the ability to:

1. critically analyse policy, research and theoretical literature.
2. synthesise arguments and results from varying sources including research, policy and theoretical literature.
3. critically reflect on professional practice and incorporate knowledge to enhance practice.
4. develop critical arguments around research, policy and theory.
5. apply knowledge gained from advanced study to professional practice.
6. develop one's own capabilities relating to, and embed the principles of, the 4 pillars of advanced practice into the clinical arena.
7. use critical thinking skills relating to the professional, political, legal and ethical demands of working within the context of advanced practice as an autonomous practitioner in an integrated service sector.

### **8.3. Key and transferable skills**

On successful completion, graduates will have developed the ability to:

1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; non-specialist audiences.
3. accept responsibility for their own professional practice applying ethical, legal and professional principles.

### **8.4. Employment related skills**

On successful completion, graduates will have developed the ability to:

1. exercise initiative and personal responsibility
2. the skills to for decision-making in complex and unpredictable contexts; and the independent learning ability required for continuing professional development
3. demonstrate sound understanding of the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care.
4. evaluate the context of risk and development of quality, patient/client safety and clinical governance agenda critically reflecting upon student's individual development.
5. develop a contemporary evidenced based proposal for research that will inform practice.

### **8.5. Practical skills**

On successful completion, graduates will have developed the ability to:

- 1) accept responsibility for their own professional practice applying ethical, legal and professional principles.
- 2) facilitate the provision of an environment of care in which the uniqueness of each individual is valued and is a commitment to fair and anti-discriminatory practice.
- 3) proactively adopt appropriate strategies to enhance learning for patients and colleagues.
- 4) propose and develop a researchable question and critically analyse the evidence from the research to fill a practice - theory gap
- 5) undertake self-motivated research, critically appraise and present data

## **Teaching and Learning Methods and Assessment Strategies**

The student will achieve the learning outcomes through teaching and learning strategies, appropriate to the module outcomes. These include a variety of student centred delivery methods such as action learning sets, interactive lectures, group discussion, group and individual tutorials, on-line study tasks, seminars, workshops, self-directed study, and the use of communication and information technologies, for example, narrated PowerPoint presentations, podcasts plus synchronous and asynchronous discussion fora. Practical skills will be taught in simulated settings and further developed in clinical practice.

A diverse range of assessment methods will be utilised such as written reports, critical literature reviews, research proposals, posters, Objective Structured Clinical Examinations (OSCEs), case studies, critical reflections on practice, essays, dissertations, oral presentations, small group presentations, active participation in group discussions, portfolios, and project outputs.

### **9. Admissions Criteria, including APCL, APEL and DAS arrangements**

In order to commence this programme, the student must meet the University's entry requirements for study at postgraduate level. Applicants will normally have a first degree, BSc (Hons) at 2.2 or above; or European first cycle equivalent plus a professional qualification in health or social care. Those individuals without a degree but with appropriate practice related experience relevant to the programme or to any of the pathways may be eligible to apply.

Applicants where English is not the first language must also provide evidence of competence in written and spoken English in accordance with the University's Admissions Code of Practice, that is, IELTS of 6.5 overall with a minimum of 5.5 in each part.

Each potential student is assessed for his or her ability to study at Masters Level and therefore an interview will normally be necessary. Candidates without a first degree at 2.2 or above (or European first cycle equivalent) will normally be required to submit a short piece of writing as part of the admissions process.

Students will be required to be working in a clinical area\* that will facilitate the successful completion of the programme/module outcomes.

N.B. \*Full-time or International students will undertake the generic pathway and will be supported to choose modules with non-clinical assignments.

### **9.1 AP(E)L:**

Claims for credit for prior learning, whether certificated or experiential are accepted and will be considered following University regulations and Faculty procedures.

### **9.2 European Credit Transfer and Accumulation System (ECTS)**

This Programme is equivalent to 90 ECTS credits (second cycle) with 30 ECTS credits at post graduate certificate, 60 credits at postgraduate diploma and 90 credits at Master's degree. Each 20-credit module has the equivalent of 10 ECTS credits and assumes a notional student effort of between 200-300 hours.

**9.3 Pathway specific entry criteria** - None in addition to that at programme level; however, the Pathway Leader will screen applications. Participants must have a clinical mentor in practice if undertaking a clinical module.

### **Disability Assist Services**

The pathway design enables students to have an equitable experience. We work collegiately with expert colleagues in Disability Assist (within the Learning Gateway) to ensure students, who consider studying the MSc Advanced Professional Practice, receive timely advice on the support available. Students can declare a support requirement or disability – via the 'Disclosure for applicants' pages.

## **10. Progression criteria for Final and Intermediate Awards**

The pathway will offer exit awards of:

PgCert/PgDip/MSc Advanced Professional Practice (Nursing & Midwifery Professions)

In order to ensure that the awards remain contemporary it is expected that the student successfully complete the programme within a 5-year period.

## **11. Exceptions to Regulations**

Normal University of Plymouth Regulations will apply to this Programme and awards.

## **12. Transitional Arrangements**

The MSc Advanced Professional Practice Programme will replace the MSc Contemporary Healthcare Programme. Students will not be disadvantaged and should they wish, will be offered individual support and advice from the Programme leader on how to transfer their existing credits onto the new Programme, advanced standing for the credits already gained will be honoured. Students already in the final year of the award will continue and exit with an MSc Contemporary Healthcare.

## **13. Mapping**

### **13.1 ILOs against Modules Mapping**

### **13.2 Assessment against Modules**

#### **Note:**

There is no specific mapping for the Knowledge and Skills Framework (2004). The core and specific dimensions of the framework have been considered and reflected in the above mapping exercises

### 13.1 Intended Learning Outcomes against Modules Mapping

#### Postgraduate Certificate level

Programme Intended Learning Outcomes Map	Certificate Level		
Core Programme Intended Learning Outcomes (as worded in the Programme Specification)	Aim(s)	Subject benchmark	Related Core Modules
<b>Knowledge and Understanding - On successful completion graduates will have developed:</b>			
a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	1,2,4,		APP701 APP745
knowledge gained from advanced study to professional practice	2,3,4,5		APP701
a deeper understanding of the advanced clinical practice role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time	1,2,5,6		APP701
a deeper understanding of the influences, drivers and policies that inform the level of advanced practice.	2,3		APP701
<b>Cognitive and Intellectual Skills - On successful completion graduates will have developed the ability to:</b>			
critically analyse policy, research and theoretical literature	2,3		APP701 APP745
critically reflect on professional practice and incorporate knowledge to enhance practice	1,2,3,4		APP701
develop critical arguments around research, policy and theory	5		APP701 APP745
develop one's own capabilities relating to, and embed the principles of, the 4 pillars of advanced practice into the clinical arena.	1,2,3		APP701
use critical thinking skills relating to the professional, political, legal and ethical demands of working within the context of advanced practice as an autonomous practitioner in an integrated service sector.	2,5		APP701

<b>Key and Transferable Skills - On successful completion graduates will have developed the ability to:</b>			
deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences	4,6		APP701
accept responsibility for their own professional practice applying ethical, legal and professional principles.	4,6,8		APP701
<b>Employment Related Skills - On successful completion graduates will have developed the ability to:</b>			
exercise of initiative and personal responsibility	1,3,4		APP701
use their skills for decision-making in complex and unpredictable contexts; and the independent learning ability required for continuing professional development	1		APP701
demonstrate a sound understanding of the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care.	1,3,4		APP701 APP745
evaluate the context of risk and development of quality, patient/client safety and clinical governance agenda critically reflecting upon student's individual development.	5,6		APP701
<b>Practical Skills - On successful completion graduates will have developed the ability to:</b>			
accept responsibility for their own professional practice applying ethical, legal and professional principles.	4,5,6		APP701
facilitate the provision of an environment of care in which the uniqueness of each individual is valued and is a commitment to fair and anti-discriminatory practice.	1,3,6		APP701
proactively adopt appropriate strategies to enhance learning for patients and colleagues.	3,4		APP701

## Postgraduate Diploma level

<b>Programme Intended Learning Outcomes Map</b>	<b>Diploma level</b>		
<b>Core Programme Intended Learning Outcomes</b> (as worded in the Programme Specification)	<b>Aim(s)</b>	<b>Subject) Benchmark</b>	<b>Related Core Modules</b>
<b>Knowledge and Understanding - On successful completion graduates will have developed:</b>			
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.	1,5,6		ILO will be met by optional modules as these principles are embedded in all L7 modules
<b>Cognitive and Intellectual Skills - On successful completion graduates will have developed the ability to:</b>			
Synthesise arguments and results from varying sources including research, policy and theoretical literature	Q		ILO will be met by optional modules as these principles are embedded in all L7 modules
<b>Employment Related Skills - On successful completion graduates will have developed the ability to:</b>			
Undertake independent learning required for continuing professional development	2,3,5		ILO will be met by optional modules as these principles are embedded in all L7 modules
A sound understanding of the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care.	2,3,5		ILO will be met by optional modules as these principles are embedded in all L7 modules
<b>Practical Skills - On successful completion graduates will have developed the ability to:</b>			
facilitate the provision of an environment of care in which the uniqueness of each individual is valued and is a commitment to fair and anti-discriminatory practice.	1,3,6		ILO will be met by optional modules as these principles are embedded in all L7 modules



## MSc level

<b>Programme Intended Learning Outcomes Map</b>	<b>Degree Level</b>		
<b>Core Programme Intended Learning Outcomes</b> (as worded in the Programme Specification)	<b>Aim(s)</b>	<b>Subject Benchmark</b>	<b>Related Core Modules</b>
<b>Knowledge and Understanding - On successful completion graduates will have developed:</b>			APP745 SPP702
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.	5,6,7,8		
a comprehensive understanding of techniques applicable to their own research or advanced scholarship.	4,5,6,7,8		
<b>Cognitive and Intellectual Skills - On successful completion graduates will have developed the ability to:</b>			
apply knowledge gained from advanced study to professional practice	4,5,6,7,8		
<b>Key and Transferable Skills - On successful completion graduates will have developed the ability to:</b>			
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; non-specialist audiences.	4,5,6,7,8		
<b>Employment Related Skills - On successful completion graduates will have developed the ability to:</b>			
develop a contemporary evidenced based proposal for research that will inform practice.	4,5,6,7,8		
<b>Practical Skills - On successful completion graduates will have developed the ability to:</b>			
undertake self-motivated research, critically appraise and present data	4,5,6,7,8		
propose and develop a researchable question and critically analyse the evidence from the research to fill a practice - theory gap	2,3,5,7,8		

## 13.2 Assessment against Modules

Module	Credit	Formative Assessment	Summative
<b>Core to all Pathways except Education</b>			
APP701 Advancing Practice in Context	20	Written submission of A4 plan and paragraph	Written assignment critically considering how the advanced practice role might enhance or impact on service delivery in a particular field of practice (LO 1-5) Engagement in a group blog of a critical incident (positive or negative) in practice (LO 1-5)
APP745 Research Methodology and Application	20	Feedback from presentation of work in progress to academics and peers	Critical Review of the Literature (LO 1-5)
SPP702	40	Feedback from presentation of work in progress to academics and peers	Substantive Professional Project (LO 1-5)

### **13.3 Exit award PgCert Advanced Professional Development Intended Learning Outcomes**

#### **Knowledge and understanding**

On successful completion, graduates should have developed:

- A deep, comprehensive and systematic understanding in key aspects of professional practice;
- An understanding of international, national and local policies and guidelines informing their practice area;
- An ability to apply knowledge and skills to their individual area of practice

#### **Cognitive and intellectual skills**

On successful completion, graduates should have developed ability to:

- Relate their advanced knowledge base, skills and professional behaviour to their own professional practice area;
- Use personal reflection to analyse self and own actions, through a critical thinking, problem solving, enquiry based approach;
- Critically discuss the competencies and components required for safe, efficient and ethical health and social care practice;

#### **Key and transferable skills**

On successful completion, graduates should have developed the ability to:

- Critically evaluate relevant information in their professional practice in order to determine timely interventions and appropriate care pathways;
- Critically apply contemporary policy and guidelines in relation to their professional practice;
- Systematically and critically review databases using appropriate search terms;

#### **Employment related skills**

On successful completion, graduates should have developed:

- Advanced communication skills required to liaise with the healthcare team involved in their own professional practice;
- An ability to systematically review the evidence base within their own professional practice;
- A problem solving approach to their area of professional practice based on critical reflection, appraisal and application of evidence;

#### **Practical skills**

On successful completion, graduates should have developed the ability to:

- Demonstrate advanced communication skills and application of these within a health and social care environment;
- Use critical personal reflection to problem solve the critical application of skills in a problem solving approach;
- Effectively maintain their own development, through identifying, evaluating and maintaining capabilities and qualities to support effective working within their role.

**Please note all modules below map directly to the above learning outcomes for PgCert Advanced Professional Development**

- APP701 Advancing Practice in Context
- APP705 Advanced Psychosocial Assessment and Formulation
- APP707 Cognitive Behavioural Therapy Interventions for Mental Health Professionals (Psychosis)
- APP709 Working with People with a Diagnosis of Personality Disorder
- APP710 Advanced Assessment for Clinical Practice
- APP711 Managing Clinical Complexity
- APP714 Integrated Community Care in Context
- APP715 Integrated Community Practice
- APP716 Clinical Skills in Community and Primary Care
- APP717 The Fundamentals of Health Assessment
- APP718 Ethical and Legal Issues in Healthcare Practice
- APP719 Advanced Newborn and Infant Examination
- APP720 Advanced Newborn and Infant Examination (APL)
- APP721 Perinatal Mental Health
- APP722 Maternal Critical Care
- APP723 Enhanced Knowledge and Skills in Children's High Dependency Care
- APP724 Paediatric Critical Care 1: Essentials of Care and Interventions
- APP725 Paediatric Critical Care 2: Foundations of Care and Interventions
- APP726 Paediatric Critical Care 3: Enhanced Care and Interventions
- APP727 The Child and Young Person with Mental Health Needs
- APP728 Preceptorship (APEL)
- APP729 Enhancing End of Life Care and Palliative Care Practice
- APP730 Developing Expertise in Clinical Practice
- APP731 Mental Health Assessment in Urgent, Emergency and Acute Care
- APP732 Advancing the Care and Support of the Person with Dementia and their Carer
- APP733 Global Health in Context
- APP734 Sociology of Health and Illness
- APP735 Contemporary Approaches to Public Health
- APP736 Leadership and Innovation
- APP737 Assessment, Management and Escalation of the Acutely Ill Adult
- APP738 Management of Children/Young People Requiring Urgent or Emergency Care
- APP739 Enhancing Practice in Paediatric Palliative Care
- APP740 Advocacy and Education for Quality Improvement in Practice (A-EQUIP)  
Bridging APEL Module
- APP741 Advocacy and Education for Quality Improvement in Practice (A-EQUIP) Full  
Module
- APP742 Diabetes Mellitus

- APP743 Minor Illness and Injuries – the principles and practice of management for unscheduled care
- APP744 Substance misuse and dual diagnosis
- APP745 Research Methodology and Application
- APP747 Communication and Health Behaviour Change
- APP748 Surgical First Assistant
- APP749 Supervision of Learning and Assessment in Practice
- APP750 Collaborating in a culture of risk enablement
- APP751 Critical Care of Children and Young People, Advancing Knowledge and Skills
- APP752 Work Based Learning