

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
MSc First Contact Practitioner for Long Term Conditions	
Programme (AOS) Code(s):	MW1FCP9
UCAS Code:	N/A
Name of Final Award:	Master of Science, MSc
Level of Qualification:	Level 7
Regime of Delivery:	Flexible & Distributed Learning: Blended Learning
Mode(s) of Delivery:	Part-time
Typical Length of Study (Years):	3
Professional Body Recognition / Accreditation (including specific requirements where applicable):	N/A

Brief Description of the Programme

This MSc First Contact Practitioner for Long Term Conditions programme has been created for practising health care professionals such as nurses, physiotherapists, paramedics, pharmacists and occupational therapists and others who have a role in the assessment and management of clients with long term health conditions. It is also targeted at those moving into this field of clinical practice. The programme offers flexibility as it is designed around a number of core and optional modules which in some cases may also be accessed on a stand-alone basis.

The first year comprises a year-long module which explores the complexities of assessing and managing long term conditions from a variety of perspectives, in both primary and secondary care settings. It takes into account patient-centred care, psychological, social and physical demands and the potential impact on family, carers and wider society. Year two offers a range of options to fit in with the student's individual continuing professional development requirements whilst the third year of the programme is dedicated to the production of a student-led independent inquiry in the form of a dissertation.

Programme Aims

- 1 Provide flexibility in post-graduate study to promote the progression of professional knowledge, skills and expertise in the field of long term conditions
- 2 Enhance the development of professional judgement, accountability and autonomy within the scope of the student's individual practice role
- 3 Promote the ethos of life-long learning and creative enquiry, to confront, challenge and shape the future of one's professional practice

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| 4 | Encourage the development and demonstration of mastery in relation to long term conditions management |
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Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
Graduate Attribute: Knowledge and its application (K)	
K1	Critically analyse and synthesise evidence to support the management and monitoring of long term conditions relevant to student's area of practice.
K2	Demonstrate a systematic understanding of physical, social and mental health needs of individuals, utilising effective consultation and assessment skills.
K3	Critically evaluate political and organisational drivers that influence developments in the management of long term conditions.
K4	Synthesise conclusions from a research project to demonstrate independent perspective and originality in the application of this knowledge to develop recommendations for future research or practice innovation.
Graduate Attribute: Creativity (C)	
C1	Support and promote the process of continuing professional development to enhance the student's level of autonomy in the individual practice role.
C2	Demonstrate subject mastery and independent perspective to propose ways to resolve issues in the field of long term conditions.
Graduate Attribute: Social and ethical awareness and responsibility (S)	
S1	Critically explore and interpret the theories and concepts underpinning the care and management of patients with long term conditions.
S2	Demonstrate a critical understanding of ethical, legal and professional issues in the context of long term conditions management
S3	Demonstrate a critical awareness of the impact of living with a long term condition on patients, their families, carers and wider society.
Graduate Attribute: Leadership and self-development (L)	
L1	Critically evaluate the roles and responsibilities of the multi-disciplinary team in the care of patients with long term conditions.
L2	Demonstrate a systematic understanding of practice related issues such as accountability, clinical governance and leadership in relation to the management of long term conditions
L3	Exercise self-direction, and decision making in complex and unpredictable contexts, demonstrating insight into one's own learning and developmental needs

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing

modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.

Level Seven

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
PP776	Assessment and Management of Long Term Conditions	60	Core	No
OC704	Cancer Care	30	Option	No
PP753	Cardiac Care	30	Option	No
PP768	Dementia Management and Care	30	Option	No
PP728	Diabetes Management	30	Option	No
PP726	End of Life Care and Symptom Management	30	Option	No
PP774	Frailty	30	Option	No
PP737	Respiratory Care	30	Option	No
PP736	Stroke Management and Care	30	Option	No
NP701	Clinical Decision –Making for Non-Medical Prescribing	30	Option	No
NP702	Clinical Decision –Making for Non-Medical Prescribing (Pharmacist)	30	Option	No
NP703	Applied Pharmacology for Non-Medical Prescribing	30	Option	No
PF728	Generating Knowledge for Practice	15	Core	No
PF729	Dissertation	45	Core	No

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

The programme has been developed around the attendance model, with an element of work-based learning on some of the optional modules. Teaching and learning strategies employed within the programme reflect the nature of the learning experience at Level 7. Strategies adopted will encourage further student independence and learning from and through experience, using reflection, and the development of the skills required to practise, underpinned with theoretical knowledge commensurate with academic level 7.

Paramount to the teaching and learning strategy will be the value placed on the student's own experience of practice and theoretical underpinnings of practice. It is envisaged, however, that the programme team and external experts will provide the main input to the taught sessions.

Students will have access to University information technology resources, including Internet, word processing and printing facilities. Materials that are used to support module delivery will be made available through the virtual learning environment. This might include PowerPoint slides, handouts, worksheets, assessment documents, website links and articles electronically scanned into PDF files. These can be accessed on or off campus. Further student support will be available from the Learning Development Unit.

A variety of methods will be employed including:

- **Lectures:** keynote lectures may be employed to launch fundamental theoretical aspects of the programme and will be led by the lecturers and/or experts from practice. The lectures will provide the foundation for student led work within seminar and/or workshops.
- **Seminars:** seminars will offer a forum by which students can explore key areas and will combine the presentation of information and ideas, exploration of relevant issues, and the application of theoretical principles. There will be opportunities for students to discuss the application of these in their field of practice.
- **Simulated learning:** the simulation suite at Buckinghamshire New University is used on some of the clinical modules to simulate practice scenarios and to facilitate physical assessment skills. Students can apply theory to practice, enhance their practical skills and increase their confidence in a more realistic, but non-threatening environment.
- **Directed reading:** throughout the programme the students will be required to engage in critical discussion, which will require them to undertake directed reading outside of the formal teaching session. Students will be provided with relevant reading lists by the lecturers and will be encouraged to undertake independent reading to ensure they engage with a breadth of literature and evidence so they are cognisant with contemporary debates within their field.
- **Case studies:** during face-to-face sessions, an array of case studies from a variety of disciplines will be used as a vehicle for enquiry-based learning. Students will explore and critically discuss the components of those cases, to learn from successful and unsuccessful interventions as well as to be able to iterate the nature of good and bad experiences. The case studies will enable the students to illuminate the nature of work, the demands inherent within the practice arena to enable the development of critical knowledge and problem solving skills.

- **Group work:** group work is a key teaching and learning modality. It enables students to engage in participatory learning and encourages a team working approach to problem solving. Level 7 academic workshops will be offered to all students studying at master's level, in addition to individual tutorials.
- **Reflection:** reflection in and on practice is central to the student developing emotional intelligence around their skills development that will enable their continued professional development. Reflecting on their past experience and the experiences of others is a key component of the programme. Reflection encourages the students to explore the application of new knowledge to a given situation, and the development of problem solving skills both of which are charismatic of being a responsive practitioner.
- **Work-based learning:** some modules will include a clinical competency document as part of the assessment strategy. This document will be completed in the clinical area under the guidance of clinical supervisors and assessors. For such modules, relevant clinical experience and the identification of a clinical assessor will be pre-requisites to acceptance onto the module.

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

Books £100.
Printing £50.

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad (Hours)
Year One	90	510	N/A
Year Two	Module dependent	Module dependent	N/A
Year Three	64	536	N/A

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the ‘three-week turnaround’).

- Reflective essay
- Literature review
- Critique of research
- Objective Structured Clinical Examination
- Dissertation
- Clinical competency document
- Poster presentation

Classification

Calculation of final award:	Level 7 – 100%
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For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

Students will be from a variety of professional backgrounds within health and social care, seeking continuing professional development to Level 7. All students will normally be employed throughout the duration of the programme in an appropriate clinical environment. Students will normally have completed a first degree or have at least 60 credits at Level 6 to access the MSc.

Students may also access some modules on a stand-alone basis.

Do applicants require a Disclosure and Barring Service (DBS) Check?	No
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Opportunities for students on successful completion of the programme

The enhanced skills of analysis that students will gain through this programme of study may lead to promotional opportunities either in the clinical area, or in the fields of education, management or research.

Students may wish to progress to doctoral studies, and the generic, transferable skills acquired throughout the programme may also open up employment opportunities outside these areas.

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Appendices

Quality Assurance

Awarding Body:	Bucks New University
Language of Study:	English
QAA Subject Benchmark Statement(s):	Characteristics Statement: Master's Degree (2020)
Assessment Regulations:	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice)
Does the Fitness to Practise procedure apply to this programme?	Yes
Date Published / Updated:	September 2020

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	Postgraduate Diploma (PGDip)
Full name of Qualification and Award Title:	Postgraduate Diploma First Contact Practitioner for Long Term Conditions
Credits requirements:	120 credits
Module requirements:	PP776 plus 60 credits from optional modules
Learning Outcome	
Critically analyse and synthesise evidence to support the management and monitoring of long term conditions relevant to student's area of practice.	
Demonstrate a systematic understanding of physical, social and mental health needs of individuals, utilising effective consultation and assessment skills.	
Critically evaluate political and organisational drivers that influence developments in the management of long term conditions.	
Support and promote the process of continuing professional development to enhance the student's level of autonomy in the individual practice role.	
Demonstrate subject mastery and independent perspective to propose ways to resolve issues in the field of long term conditions.	
Critically explore and interpret the theories and concepts underpinning the care and management of patients with long term conditions.	
Demonstrate a critical understanding of ethical, legal and professional issues in the context of long term conditions management	
Demonstrate a critical awareness of the impact of living with a long term condition on patients, their families, carers and wider society.	
Critically evaluate the roles and responsibilities of the multi-disciplinary team in the care of patients with long term conditions.	
Demonstrate a systematic understanding of practice related issues such as accountability, clinical governance and leadership in relation to the management of long term conditions	

Exercise self-direction, and decision making in complex and unpredictable contexts, demonstrating insight into one's own learning and developmental needs

Name of Exit Qualification:	Postgraduate Certificate (PGCert)
Full name of Qualification and Award Title:	Postgraduate Certificate First Contact Practitioner for Long Term Conditions
Credits requirements:	60 credits
Module requirements:	PP776
Learning Outcome	
Critically analyse and synthesise evidence to support the management and monitoring of long term conditions relevant to student's area of practice.	
Demonstrate a systematic understanding of physical, social and mental health needs of individuals, utilising effective consultation and assessment skills.	
Critically evaluate political and organisational drivers that influence developments in the management of long term conditions.	
Critically explore and interpret the theories and concepts underpinning the care and management of patients with long term conditions.	
Demonstrate a critical understanding of ethical, legal and professional issues in the context of long term conditions management	
Demonstrate a critical awareness of the impact of living with a long term condition on patients, their families, carers and wider society.	
Critically evaluate the roles and responsibilities of the multi-disciplinary team in the care of patients with long term conditions.	
Demonstrate a systematic understanding of practice related issues such as accountability, clinical governance and leadership in relation to the management of long term conditions	

