

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 Professional Practice (Healthcare), MSc Professional Practice (Nursing), PGDip Professional Practice (Healthcare), PGDip Professional Practice (Nursing), PGCert Professional Practice (Healthcare), PGCert Professional Practice (Nursing)	
Programme (AOS) Code(s):	MP1PPH1, MP1PPH2, MP2PPH2, MP3PPH2, MP1PPN1, MP1PPN2, MP2PPN2, MP3PPN2
UCAS Code:	N/A
Name of Final Award:	Master of Science, MSc
Level of Qualification:	Level 7
Regime of Delivery:	Attendance
Mode(s) of Delivery:	Full Time & Part Time
Typical Length of Study (Years):	2 years full time, 3-6 years part time/Affiliate study
Professional Body Recognition / Accreditation (including specific requirements where applicable):	N/A

Brief Description of the Programme

The potential students for this Master's level programme will be practitioners or professionals within Health and Social Care, who are seeking continued professional development at any stage in their career. The course is offered with 2 bracketed awards, PGCert/PGDip/MSc Professional Practice (Nursing) can be awarded to nurses and the PGCert/PGDip/MSc Professional Practice (Healthcare) can be awarded to any Health and Social Care Professional. The modules offered on this programme can also be taken individually using the affiliate student approach. Students will normally be employed throughout the duration of the course and have previous appropriate qualifications from Buckinghamshire New University or other equivalent institution.

This is a flexible programme of study offered to all Health and Social Care professionals suiting both experienced professionals, those who have gained their professional registration more recently, who are developing in their roles, or developing towards future roles. A range of optional modules are offered across a variety of Health and Social Care specialities and can be used as a means to develop knowledge, skills and understanding around contemporary issues of relevance to their Health and Social Care role and speciality. As a vehicle for professional development, students will be encouraged through their assignments, to actively reflect upon their own practice, anticipated area of practice or role, how it can be enhanced and how it impacts quality of Health and Social Care.

In most modules, level 6 and level 7 students will be taught together allowing for greater student interaction as well as ensuring the viability of the modules. The programme team have significant experience of managing this situation and a range of approaches are utilised across modules. In modules where levels 6 and 7 are taught together, there will also be sessions which are

specifically aimed at level 7 students to support specific academic and Level 7 attribute development. Where these student numbers are low, the level 7 specific academic sessions may be combined to bring together students from a number of modules for a more productive learning experience.

As the funding of one module at a time now tends to be the sector norm, it is envisaged that many students will continue to undertake modules on a stand-alone basis, then transfer them into the MSc Professional Practice for the Dissertation module. This also applies to students who have gained their level 7 credits at other institutions, on condition that a minimum of 30 credits of research at level 7 has been awarded. Otherwise, students must undertake the programme's level 7 research module (30 credits) before progressing to the Dissertation module.

Relevant credit transfer into the PG Diploma or Master's course from other institutions will be permitted to a value of 60 level 7 credits. Credit transfer will be undertaken via the University's CATS system via an established Group Directive which would allow the automatic transfer of all appropriate credits achieved at Buckinghamshire New University into the MSc programme. Credits older than 6 years from the time of initial award to the time of the dissertation award will be subject to approval by the CATS committee and at the discretion of the Programme Lead.

This approach allows a significant amount of flexibility for students in terms of both speciality of subjects and development of a variety of clinical expertise through relevant Health care orientated level 7 credits completed either through the variety of the programme's optional modules, or at other institutions.

If a student completes the NMP qualification credits as part of the MSc Professional Practice course, the appropriate authority, e.g. NMC, HCPC, etc., will be notified by the University following ratification of the academic credits at an Assessment Board.

Programme Aims

1	To provide a flexible framework for post-graduate study to promote the progression of professional knowledge, skills and expertise across a variety of disciplines, leading to mastery of the chosen area.
2	To enhance the development of professional judgement, accountability and autonomy within the scope of the individual's role.
3	To develop an analytical approach to care delivery in healthcare practitioners encouraging the promotion of best practice in line with contemporary policies and guidance.
4	To support the ethos of life-long learning and creative enquiry, to confront, challenge and shape the future of professional practice

Programme Learning Outcomes

The Buckinghamshire 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 core attributes are developed through the

programme as outlined below, however further Learning Outcomes will be associated with the optional modules that students complete.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
Graduate Attribute: Knowledge and its application (K)	
K1	Systematically analyse key aspects of the field of study including acquisition of in-depth knowledge relevant to the discipline and professional practice
K2	Demonstrate a conceptual understanding of the application of research evidence to support the expansion of personal and professional development, and to address challenges in professional practice
K3	Synthesise conclusions from a research project to demonstrate an independent perspective and originality in the application of this knowledge to develop recommendations for future research or practice/professional innovation.
K4	Critically evaluate political and organisational drivers that influence developments in the management and delivery of Health and Social Care.
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 professional role.
C2	Demonstrate subject mastery and independent perspective to propose ways to resolve issues in the field of their professional role.
Graduate Attribute: Social and ethical awareness and responsibility (S)	
S1	Critically explore and interpret the theories and concepts underpinning the care and/or management within Health and Social Care
S2	Demonstrate a critical understanding of ethical, legal and professional issues in the context of their professional role.
Graduate Attribute: Leadership and self-development (L)	
L1	Develop an individualised learning programme relevant to your chosen area of study and/or practice.
L2	Demonstrate a systematic understanding of professional issues such as accountability, clinical governance and leadership in relation to Health and Social Care.
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 optional 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 Optional Modules

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
PP769	Advanced Medical Assessment	30	Optional	No
CP732	Advanced Therapeutic, Mental & Physical Health Skills for Mental Health Practitioners	30	Optional	No
CL737	Anaesthetic Management in the Perioperative Environment	30	Optional	No
OC704	Cancer Care	30	Optional	No
PP753	Cardiac Care	30	Optional	No
PP782	Clinical Skills for Health Care Professionals in Primary Care	30	Optional	No
CP728	Critical Perspectives of Managing Complex Health Needs in the Community	15	Optional	No
PP734	Delivering and Sustaining Improvement in Healthcare Settings	30	Optional	No
PP768	Dementia Management and Care	30	Optional	No
PP728	Diabetes Management	30	Optional	No
PP727	Emergency and Unscheduled Care	30	Optional	No
PP726	End of Life Care and Symptom Management	30	Optional	No
PP722	Enhancing Practice through Work Related Learning	30	Optional	No
PP774	Frailty: An Integrated Approach	30	Optional	No
PP760	Haemato-Oncology	30	Optional	No
PP725	Intensive Care	30	Optional	No
PP731	Introduction to Clinical Innovation in Healthcare Practice	30	Optional	No
PP781	Introduction to Critical Care	30	Optional	No
PP701	Leadership and interpersonal communications	30	Optional	No
PF754	Leadership, Management and Professional Issues	30	Optional	No
PP779	Leg Ulcer Management	30	Optional	No
PP747	Management and Care of Neuroscience Related Conditions	30	Optional	No
PP783	Management of Long Term Conditions for Health Care Professionals	30	Optional	No
PP744	Minor Illness Management	30	Optional	No
PP714	Minor Injury Management	30	Optional	No

NP704	Non Medical prescribing for Nurses, Midwives and Allied Health Professionals	60	Optional	No
NP705	Non Medical prescribing for Pharmacists	60	Optional	No
CL758	Physical Assessment of the Adult	30	Optional	No
PP756	Principles and Practice of Infection Prevention and Control	30	Optional	No
PP777	Recognising the Deteriorating Patient	30	Optional	No
CL739	Recovery Management in the Perioperative Environment	30	Optional	No
PP737	Respiratory Care	30	Optional	No
PP767	Skills & Knowledge for General Practice Nursing	60	Optional	No
PP736	Stroke Management and Care	30	Optional	No
PP780	Student Directed Learning	20	Optional	No
TL706	Student Supervision and Assessment in Professional Practice	30	Optional	No
CL738	Surgical Management in the Perioperative Environment	30	Optional	No
PP778	Systemic Anti-Cancer Therapy - Principles, Management and Care	30	Optional	No
PF725	The Renal Care Practitioner	30	Optional	No
PF724	The Theoretical Concepts in Renal Care	30	Optional	No
PP784	Trauma Management and Care	30	Optional	No
CL757	Wound Care Management	30	Optional	No

Level Seven Core Modules

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
PF749	Applied Research for Healthcare Practice	30	Core	No
PF747	Dissertation	60	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:

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.

A variety of methods will be employed including keynote lectures, group and individual tutorials and debates. 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 University virtual learning environment. This might include PowerPoint slides, recording of online sessions, videos, handouts, worksheets, assessment documents, website links, and articles in PDF format. These can be accessed on or off campus.

Specific approaches to learning will include -

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, e.g. 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. These sessions will be facilitated by lecturers, the skills and simulation team and/or external experts.

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 academic staff and through the online library reading lists 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 all 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 un-successful 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.

Learning contracts: learning contracts allow students to negotiate an area of study personal to them to help them focus on their learning and development needs. Learning contracts facilitate a sense of ownership of the learning process and, by specifying learning objectives in advance, both learner and facilitator have an agreed understanding of the expected outcomes. This method has been shown to foster independence and develop problem-solving skills as well as being flexible in meeting different learning needs, styles and paces of learning. Learning contracts are currently a feature of some level 7 modules, for example, and are a particularly suitable learning strategy for

those wishing to undertake project work in their clinical areas. Student presentations of learning contracts can be the basis for classroom discussion and further contract development.

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 characteristic of being a responsive practitioner or professional.

Dissertation: completion of a dissertation provides the opportunity to demonstrate the ability to synthesise and evaluate knowledge at an advanced level, through the systematic investigation of a topic relevant to the workplace/role/professional practice and includes devising and undertaking a research project. A student is guided to consider and submit, where appropriate, ethical applications to gain access to sources of investigation. This approach to learning also utilises the skills of analysis and evaluation of research and the theoretical basis of the work. Students will produce work that is unique, and which provides a basis of innovation in their area of practice.

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.

Students will be expected to provide basic stationery to meet their needs during the programme, including printing costs, etc. Those students wishing to purchase key texts for each module should expect to budget up to around £150-200 for this purpose. If a module is completed that involves a poster presentation, the printing cost may be around £15-20.

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.

Full Time MSc Professional Practice

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Year One	Module dependent	Module dependent	Module dependent
Year Two	26	574	0

Part Time MSc Professional Practice

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Year One	Module dependent	Module dependent	Module dependent
Year Two	Module dependent	Module dependent	Module dependent
Year Three	26	574	0

Most years spread of hours would vary due to the combination of Optional modules selected by each student, it would only be for the final year when students complete the Core Dissertation module where there are set contact hours.

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').

A range of assessment activities are used on this programme. Each module has an assessment strategy designed to meet the learning outcomes of the particular module. Most modules include a formative element in the assessment strategy. Summative assessments include the following methods:

- **Oral presentation:** either individually or in groups. Students are supported to develop their presentation skills. Presentations are either assessed by the tutor or are peer assessed using a clear marking scheme.
- **Essay:** a variety of written assessments are used ranging from reflection on practice through use of case studies, to reports and the development of portfolios.
- **Literature review:** A review of literature is used as the summative assessment for several modules. This allows the students to explore in greater depth a subject of their choice.
- **Clinical competency document:** the opportunity for the students to complete clinical competencies relevant to their field of study is a corner stone of the MSc Professional Practice. The students work in their own clinical area and are supported to complete the competencies by qualified assessors who are supported by the university staff to ensure understanding of the documentation and assessment process. The competencies are pass / fail and are not graded. Clinical competencies are not considered to be dependent on academic level.
- **Objective Structured Clinical Examination:** The OSCE is used in several modules to allow the students to demonstrate the learnt theory in a safe practical space. The OSCEs are assessed by field experts and/or practice partners.
- **Viva voce:** some clinical modules include a viva as part of the summative assessment. This allows the student to demonstrate their ability to translate the learnt theory into a practical situation. The Vivas are assessed by field experts.

Work-Based / Placement Learning

Some clinical modules carry clinical competency documents as part of the assessment strategy and require student support in the workplace through clinical assessors. Module leaders are available

for support of the assessors and assessor updates are undertaken by link lecturers for staff in the clinical areas. Assessors are required to be registered healthcare practitioners who have a minimum of 2 years' experience in their role and will ideally have completed an Assessor/Mentor in practice course or equivalent. Clinical competencies are core to the learning and assessment criteria of these modules and students are not admitted to the modules unless they can guarantee appropriate clinical experience for the duration of the module. Buckinghamshire New University does not provide clinical placement areas for students to complete their competencies.

Classification

Calculation of final award:	The degree classification will be calculated on the average weighted mark of all the Level 7 credits undertaken at Buckinghamshire New University.
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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

The potential students will be from a variety of professional backgrounds within Health and Social Care and are seeking continued professional development at academic level 7. All students will normally be employed throughout the duration of the course due to the nature of continued professional development and the value placed on the student's experience of practice and their professional role. Students utilising the full time mode of the course would be expected to understand the way in which they would balance full time study with professional commitments. It is expected that students would be working part time, at most, if they are planning to complete the course on a full time basis. Applicants for the course will be expected to have an informal conversation with the Course Lead before their application is accepted.

Students can access modules on a stand-alone basis to build credits towards a full award in the future.

All students applying to the programme will have normally achieved a first degree, or at least 60 credits at level 6 from a UK University, an affiliated college or an overseas qualification of an equivalent standard, or the APEL route, through the University's Credit Accumulation and Transfer Scheme (CATS). This qualification should ideally have been awarded at 2:1 or above. Students with professional qualifications gained overseas which allow registration with the relevant UK regulatory bodies, will have the academic level of their qualifications assessed by the National Academic Recognition Information Centre/Ecctis.

Do applicants required 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 in their specific subject context, 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.

In line with many Master's programmes, students will be able to APL into the MSc Professional Practice a maximum of 30 credits gained at level 6, as long as the credits were awarded by Buckinghamshire New University for a module with a clinical competency document attached as part of the assessment strategy. The rationale for this is that the assessment of clinical competencies in the clinical area is not level dependent. Students will be able to APL/APCL/APEL a maximum of 60 credits from appropriate Health and Social Care orientated Continuing Professional Development courses from other universities. Students will be able to APL/APCL/APEL a maximum of 90 credits from appropriate Health and Social Care orientated Continuing Professional Development courses if they have completed a minimum of 60 Level 7 credits at Buckinghamshire New University.

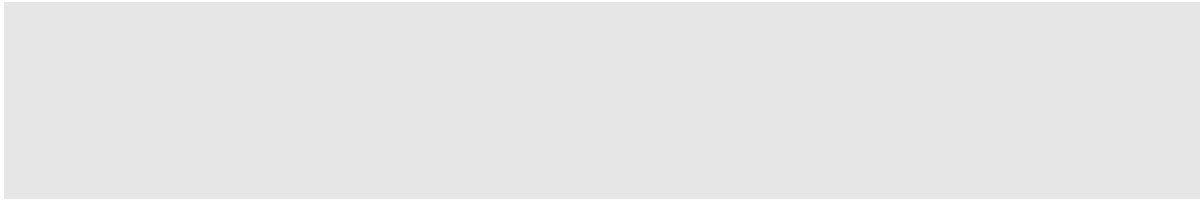
If a student has completed a PGCert or PGDip Professional Practice at Buckinghamshire New University, they can return to gain a higher award from the course, this will then replace their previous award for the course.

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 Student Achievement and Success Unit for skills and study support, the Library and Learning Resources, the Student Opportunities and Career Success Team, Student Finance Team, Accommodation and Counselling Services.

Programme specific support (if applicable)



Appendices

Quality Assurance

Awarding Body:	Buckinghamshire New University
Language of Study:	English
QAA Subject Benchmark Statement(s):	Framework for Higher Education Qualifications Level 7 Descriptor (2014)
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?	No
Ethics Sub-committee	
Date Published / Updated:	February 2022

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. The Exit awards below only apply to students who originally enrolled on the MSc Professional Practice but did not complete that award.

Name of Exit Qualification:	Postgraduate Certificate (PGCert)
Full name of Qualification and Award Title:	Professional Practice (Nursing) Professional Practice (Healthcare)
Credits requirements:	60 Credits
Module requirements:	60 Credits at Level 7 OR 30 credits at Level 7 and a maximum of 30 credits gained at level 6, as long as the credits were awarded by Buckinghamshire New University for a module with a clinical competency document attached as part of the assessment strategy.
Learning Outcome	
	Dependent on modules completed

Name of Exit Qualification:	Postgraduate Diploma (PGDip)
Full name of Qualification and Award Title:	Professional Practice (Nursing) Professional Practice (Healthcare)
Credits requirements:	120 Credits
Module requirements:	120 Credits at Level 7 OR 90 credits at Level 7 and a maximum of 30 credits gained at level 6, as long as the credits were awarded by

Buckinghamshire New University for a module with a clinical competency document utilised as part of the assessment strategy.

30 credits Applied Research Design for Healthcare Practice (Core) module must be completed (or equivalent APL/APCL/APEL)

Maximum 60 credits APL/APCL/APEL

Learning Outcome

Dependent on modules completed