Programme Specification Document

Approved, 2022.02

Overview

Programme Code	22001
Programme Title	Advanced Healthcare Practice (Clinical)
Awarding Institution	Liverpool John Moores University
Programme Type	Masters
Programme Leader	Misti Ollier
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Science - MS	See Learning Outcomes Below

Alternate Award Names	

External Benchmarks

Subject Benchmark Statement	

Aims and Outcomes

Educational Aims of the Programme

The programme aims of the Advanced Health Care Practitioner Programmes are adapted from Department of Health (2004) and NHS Workforce Development Confederation (Sargent,2003) definitions of Advanced Practice. More specifically, the Advanced Health Care Practice Framework and Specific routes aim to develop clinically autonomous practitioners that: Have highly specialised and highly developed knowledge and skills (beyond those required for professional registration) that encompass the breadth and depth of current and future professional practice. Accept the full responsibility for providing those services, hitherto undertaken by others, in defined circumstances. Are able to enhance practice support and educational development of all healthcare practitioners across all levels of practice.

Learning Outcomes

Code	Description
PLO1	In-depth knowledge and critical understanding of advanced practice within a variety of health care settings
PLO2	Recognise the boundaries of advanced professional roles.
PLO3	Articulate the legal and ethical frameworks in which the Advanced Practitioner works.
PLO4	Demonstrate how they are both utilising and influencing Research and Evidence Based Practice
PLO5	Ability to explore, critically review, consolidate, extend and apply a systematic and coherent body of knowledge relating to the advanced practice and the assessment, management of health and illness in the clinical setting.
PLO6	Recognise the boundaries of advanced professional roles.
PLO7	Articulate the legal and ethical frameworks in which the Advanced Practitioner works
PLO8	Interpretation of data and application of this in making strategic choices to influence policy and processes
PLO9	Critical reasoning, creativity and originality of thought
PLO10	Effective and appropriate Decision making and problem solving in situations of uncertainty and complexity
PLO11	Emotional intelligence
PLO12	In depth knowledge of the pathogenesis of disease processes, integration of the clinical manifestations of disease to the relevant pathophysiological mechanisms, and the subsequent relationships to assessment, diagnosis and clinical management
PLO13	Recognise, extend and advance the boundaries of the professional role through horizon scanning activities
PLO14	Ability to identify, apply and disseminate research findings relating to advanced practice
PLO15	Critically analyse Quality Systems in their area of Practice and initiate activities for improvement
PLO16	Supervise the Clinical Practice of the team and ensure safety through Risk Assessment and Management

Code	Description
PLO17	Select, organise and critically evaluate new data
PLO18	Identify, define and analyse complex problems and apply appropriate knowledge and skills to their solution
PLO19	Communicate ideas effectively with professionals, peers, and service users
PLO20	Function effectively as professionals able to operate in a changing environment
PLO21	Utilise the potential of Multi-disciplinary perspectives found in the workplace to enhance problem solving through debate with others from a variety of backgrounds
PLO22	Devise a suitable research methodology and competently apply appropriate data analysis techniques to investigate work-based problems.
PLO23	Advanced clinical reasoning, critical thinking and creative problem solving in the assessment and management of health and illness
PLO24	Critical examination and analysis of the evidence-base material related to advanced practice in a variety of clinical settings
PLO25	Critically analyse a number of Leadership theories and have the ability to make sound judgements as to their application in the working context
PLO26	Critical examination and analysis of a variety of issues intrinsic to the advanced practice role development
PLO27	Critically analyse how Comparative Health Policy influences the local health services, and determine their own influencing of the Health Policy agenda at National, Regional and Local Level
PLO28	Critically analyse the factors that are imperative to Organisational Development and design
PLO29	Critically evaluate the various Models of Practice both Healthcare and non-healthcare and demonstrate the strengths and weaknesses of their use.

Programme Structure

Programme Structure Description

Master of Science in Advanced Healthcare Practice (Clinical) Postgraduate Diploma in Advanced Healthcare Practice (Clinical) (Alternative Exit Award) Postgraduate Certificate in Advanced Healthcare Practice (Clinical) (Alternative Exit Award) Note: Non Medical Prescribing is a regulated health care professional programme and is not an option for this programme. However the credits can be transferred through into the Advanced Health Care Practice (Clinical) Programme

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 90 credit points	CORE
[MODULE] 7005PQHEAL Dissertation Approved 2022.01 - 60 credit points	
[MODULE] 7010PQHEAL Research Methodology, Methods and Data Analysis Approved 2022.01 - 30 credit points	
Level 7 Optional - 90 credit points	OPTIONAL
[MODULE] 7000NPAPP Independent and Supplementary Prescribing Approved 2022.01 - 20 credit points	
[MODULE] 7002HMADV Advancing Leadership for Quality Approved 2022.01 - 20 credit points	
[MODULE] 7007HMAADV Diabetes: Enabling Healthcare Professionals to Enhance Healthcare Provision in Practice Approved 2022.01 - 30 credit points	
[MODULE] 7008POADV Pre-Operative Assessment Approved 2022.01 - 20 credit points	
[MODULE] 7009MMADV Advancing the Critical Care Practitioner Approved 2022.01 - 30 credit points	
[MODULE] 7009NTADV Narrative Therapeutics and Communication Approved 2022.01 - 20 credit points	
[MODULE] 7019PQHEAL Mentorship in Health Care Practice Approved 2022.01 - 20 credit points	
[MODULE] 7021PQHEAL Collaborative and Professional Practice in Dementia Care Approved 2022.01 - 30 credit points	
[MODULE] 7071HMADV Professional Practice in Palliative Care Approved 2022.01 - 30 credit points	
[MODULE] 7081HMADV Safeguarding in Multi-professional Practice Approved 2022.01 - 30 credit points	
[MODULE] 7091HMADV Quality monitoring and improvement in Health and Social Care Approved 2022.01 - 30 credit points	
[MODULE] 7237MMADV Specialist Bowel Cancer Screening Practitioner Approved 2022.01 - 20 credit points	
[MODULE] 7910MCADV Public Health and the Paramedic Approved 2022.01 - 20 credit points	
[MODULE] 7999MCADV Managing Critical Care Approved 2022.01 - 20 credit points	
[MODULE] 7000APAPP Advanced Health Care Practice Approved 2022.01 - 10 credit points	
[MODULE] 7000ELADV Ethical and Legal Issues Within Advanced Practice Approved 2022.01 - 10 credit points	
[MODULE] 7000PPADV Pathophysiology Advanced Practice Approved 2022.01 - 10 credit points	
[MODULE] 7004MCADV Clinical Diagnostics Approved 2022.01 - 10 credit points	
[MODULE] 7003MMADV Clinical Examination Approved 2022.01 - 10 credit points	
[MODULE] 7005MMADV Art and Science of Practice Education Approved 2022.01 - 20 credit points	

[MODULE] 7012PQHEAL Negotiated Work Based Learning Professional Studies Approved 2022.01 - 20 credit points

Module specifications may be accessed at https://proformas.ljmu.ac.uk/Default.aspx

Teaching, Learning and Assessment

The teaching learning and assessment methods will be appropriate to the modules. They are designed in such a way as to ensure the student can fully benefit from the potential to enhance their knowledge and skills. The methods used will consist of Interactive lectures and presentations including use of Video's CD Roms, Tutorials, Seminars, Workshops, and Enquiry based learning techniques such as Action Learning will be utilised. Canvas and E-mail will form a strong component of several of the modules. Self-directed study will be encouraged Seminar presentations, Critical Reviews, Essays, Research reports, OSCE's, Vivas, Strategy formulation, Critical examinations of issues within the students working context, Reports In addition to those already identified above there will be the use of some Interactive materials for Problem solving activities, Examinations, Dissertation Seminar presentations, Critical Reviews, Essays, Research reports, OSCE's, Vivas, Strategy formulation, Critical examinations of issues within the students working context, Reports Similar methods will be utilised as for knowledge and understanding. We will be testing the students intellectual development through the use of diagnostic, formative as well as summative assessment methods. Much of the diagnostic work will be in the form of group discussions with the module leader, or the utilisation of diagnostic quizzes which is quick and can give the student almost immediate feedback as to their needs. In addition to those already identified above their will be the use of some Interactive materials for Problem solving activities, Examinations, Dissertation The teaching learning and assessment methods will be appropriate to the modules. They are designed in such a way as to ensure the student can fully benefit from the potential to enhance their knowledge and skills. The methods used will consist of Interactive lectures and presentations including use of Video's CD Roms, Tutorials, Seminars, Workshops, and Enquiry based learning techniques such as Action Learning will be utilised. Canvas and E-mail will form a strong component of several of the modules. Self-directed study will be encouraged Seminar presentations, Critical Reviews, Essays, Research reports, OSCE's, Vivas, Strategy formulation, Critical examinations of issues within the students working context, Reports The teaching learning and assessment methods will be appropriate to the modules. They are designed in such a way as to ensure the student can fully benefit from the potential to enhance their knowledge and skills. The methods used will consist of Interactive lectures and presentations including use of Video's CD Roms, Tutorials, Seminars, Workshops, and Enquiry based learning techniques such as Action Learning will be utilised. Canvas and E-mail will form a strong component of several of the modules. Self-directed study will be encouraged Seminar presentations, Critical Reviews, Essays, Research reports, OSCE's, Vivas, Strategy formulation, Critical examinations of issues within the students working context, Reports

Opportunities for work related learning

As required within the context of specific modules (Clinical Examination, Clinical Diagnostics, Narrative Therapeutics and Communication, Negotiated work Based learning) it is recommended that students seek support and guidance from a mentoring perspective and clinical skill acquisition.

Entry Requirements

Type	Description

Alternative qualifications considered	Professional Entry Requirements Clinical Route Prospective candidates will be required to attend an interview in order to provide evidence to support their application. Pathway advice will be offered to facilitate professional and personal development which best fits both their academic and clinical profile. Students would normally have had a minimum of 3 years post registration experience and would be employed within a clinical environment in the public, private or voluntary sector. They would be in a position, which enables them to influence and advance practice within their working context.