# Programme Specification

**Postgraduate**

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

## Part A: Programme Summary Information

1. **Title of programme:** Advanced Practice in Healthcare
2. **Programme Code:** HSAP

### 3. Entry Award(s):

<table>
<thead>
<tr>
<th>Award</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>180</td>
<td>All Level 7 or up to 30 credits of which may be at level 6</td>
</tr>
<tr>
<td>MSc</td>
<td>120</td>
<td>All Level 7 or up to 30 credits of which may be at level 6</td>
</tr>
<tr>
<td>PGDip</td>
<td>60</td>
<td>All Level 7 or up to 15 credits of which may be level 6</td>
</tr>
<tr>
<td>PGCert</td>
<td></td>
<td></td>
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<tr>
<td>PG Award</td>
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<tr>
<td>CPS</td>
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</tbody>
</table>

### 4. Exit Awards:

<table>
<thead>
<tr>
<th>Award</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGDip</td>
<td>120</td>
<td>All Level 7 or up to 30 credits of which may be at level 6</td>
</tr>
<tr>
<td>PGCert</td>
<td>60</td>
<td>All Level 7 or up to 15 credits of which may be level 6</td>
</tr>
<tr>
<td>PG Award</td>
<td>30</td>
<td>Level 7</td>
</tr>
<tr>
<td>CPS</td>
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</tbody>
</table>

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must
5. **Date of first intake:** September 2008

6. **Frequency of intake:** Annually

7. **Duration and mode of study:**
   - PGC: part-time, 1-3 years
   - PGD: part-time, up to maximum of 4 years
   - MSc: part-time, up to maximum of 6 years

8. **Applicable framework:** University Framework for Full-time and Part-time Postgraduate Programmes

9. **Applicable Ordinance:** Ordinance 52(A) – General Ordinance for Modular Master’s Degrees, Postgraduate Diplomas and Postgraduate Certificates

10. **Faculty:** Health and Life Sciences

11. **Level 2 School/Institute:** Institute of Learning and Teaching

12. **Level 1 unit:** School of Health Sciences

13. **Campus:** Main University

14. **Other contributors from UoL:**
   - The University of Liverpool Management School
   - Postgraduate School of Medicine
   - The Marie Curie Institute, Liverpool

15. **Teaching other than at UoL:** None

16. **Director of Studies:** Dr Maria Flynn

17. **Board of Studies:** Health Sciences
### Part B: Programme Aims & Objectives

#### Aims of the Programme

The curriculum offers a degree of flexibility to allow students to theme their studies, through optional modules, to ensure profession specific requirements are met. For example, some students will work in managerial roles and others in clinical roles and the flexible modular nature of the programme will provide opportunity for all professionals in health and social care to address their learning needs. The curriculum has been designed to achieve the following aims:

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To produce a dynamic individual with in-depth knowledge, understanding and advanced skills required of an advanced or extended scope role, which fulfills the needs of the current health and social care environment.</td>
</tr>
<tr>
<td>2</td>
<td>To produce an individual with critical awareness and the ability to analyse critically the</td>
</tr>
</tbody>
</table>
multidimensional factors which impinge upon the advanced practitioner within the current climate of health care provision.

3 To produce an advanced practitioner with the evidence base, advanced practice and transferable skills to underpin competencies required to work effectively in this role.

4 To produce a practitioner who demonstrates the ability to recognise the limitations of their role and that of other disciplines within the practice setting.

5 To promote the development of a caring healthcare professional with a capacity for advanced clinical reasoning, problem solving, critical evaluation of practice and critical analysis of research.

6 To foster independent and self-directed learning to ensure ongoing fitness for purpose and practice at an advanced level.

7 To promote the development of a practitioner capable of initiating, responding and adapting positively to changes in professional practice and health care policy at an advanced level.

8 To promote the development of an advanced practitioner with an awareness of how their professional practice contributes to the wider context of health care provision in a multi-disciplinary team.

9 To promote the development of an advanced practitioner with effective communication and team-working skills capable of working collaboratively and inter-professionally with all stakeholders.

27. **Learning Outcomes**

No. | Learning outcomes – Master’s degree
--- | ---
1 | **A) Understanding and Knowledge**

1. Demonstrate systematic understanding and critical awareness of a complex body of knowledge informed by the latest research in the discipline.

2. Demonstrate in-depth knowledge and understanding of the contextual issues which impact upon the advanced practitioner within the practitioner’s health care arena.

3. Discuss, and act in accordance with the policy frameworks and statutory instruments governing professional practice.

4. Demonstrate knowledge of and appraise critically the socioeconomic and political factors which impact upon the advanced practitioner.

5. Demonstrate an understanding of and critically evaluate the contribution and scope of advanced professional practice in UK health care delivery.

6. Demonstrate in-depth knowledge of, initiate and critically evaluate clinical audit and other quality assurance mechanisms commonly used in the practice environment.

| B) Evaluate and Interpret Evidence |
| 1 | Undertake independent research or scholarly activity for the generation of new knowledge in the discipline.

2. Demonstrate a comprehensive understanding of a range of techniques applicable to their own research or scholarship.

3. Show originality in the application of knowledge and how the boundaries of knowledge are advanced through research or scholarship.

4. Evaluate critically research and advanced scholarship in the discipline.
Plan and formulate research questions or hypotheses to be tested as part of a research project in the practice setting.

Design, systematically conduct and report on a research project (dissertation only).

C) Generic and Enabling Skills

Ability to communicate complex information both in oral and written forms for a variety of purposes.

Utilise Information and Communication Technology Skills in order to further their practice knowledge and expertise.

Identify potential sources of risk within the practice environment and the strategies to address them.

Identify the limitations of the scope of their own practice.

Collaborate in and critically reflect upon the education and training of colleagues.

Demonstrate and evaluate skills in the effective management of human and financial resources.

D) Profession Related and Transferable Skills

Initiative and personal responsibility.

Decision-making in complex and unpredictable situations.

Originality in tackling and solving problems.

Independent learning ability required for CPD to advance knowledge and understanding, and to develop new skills to a high level.

Manage time effectively through appropriate workload management and priority setting.

Apply in-depth knowledge and understanding of normal and abnormal structure and function in relation to the specialist field of practice within profession specific requirements.

Promote a safe and healthy working environment, taking account of, and responding appropriately to, personal health and safety risks.

Conduct themselves in a professional manner by demonstrating sensitivity to the needs of others, including patients, carers and colleagues.

Work effectively as an advanced practitioner within the extended health care team.

Recognise and respect the roles and priorities of other members of the health care team and co-operate with them to serve the interests of all stakeholders through effective team working and inter-professional collaboration.
<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>A) Understanding and Knowledge</strong></td>
</tr>
<tr>
<td></td>
<td>Demonstrate systematic understanding and critical awareness of a complex body of knowledge informed by the latest research in the discipline.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate in-depth knowledge and understanding of the contextual issues which impact upon the advanced practitioner within the practitioner’s health care arena.</td>
</tr>
<tr>
<td>3</td>
<td>Discuss, and act in accordance with the policy frameworks and statutory instruments governing professional practice.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate knowledge of and appraise critically the socioeconomic and political factors which impact upon the advanced practitioner.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate an understanding of and critically evaluate the contribution of and scope of profession specific advanced practice in the delivery of health care in the United Kingdom.</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate in-depth knowledge of, initiate and critically evaluate clinical audit and other quality assurance mechanisms commonly used in the practice environment.</td>
</tr>
<tr>
<td>1</td>
<td><strong>B) Evaluate and Interpret Evidence</strong></td>
</tr>
<tr>
<td></td>
<td>Demonstrate a comprehensive understanding of a range of techniques applicable to their own research or scholarship.</td>
</tr>
<tr>
<td>2</td>
<td>Show originality in the application of knowledge and how the boundaries of knowledge are advanced through research or scholarship.</td>
</tr>
<tr>
<td>3</td>
<td>Evaluate critically research and advanced scholarship in the discipline.</td>
</tr>
<tr>
<td>1</td>
<td><strong>C) Generic and Enabling Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Ability to communicate complex information both in oral and written forms for a variety of purposes.</td>
</tr>
<tr>
<td>2</td>
<td>Utilise Information and Communication Technology Skills in order to further their practice knowledge and expertise.</td>
</tr>
<tr>
<td>3</td>
<td>Manage their own time efficiently and effectively in order to optimise professional performance.</td>
</tr>
<tr>
<td>4</td>
<td>Identify potential sources of risk within the practice environment and the strategies to address them.</td>
</tr>
<tr>
<td>5</td>
<td>Work effectively within the extended health care team with clear understanding of the roles of others within the team.</td>
</tr>
<tr>
<td>6</td>
<td>Identify the limitations of the scope of their own practice.</td>
</tr>
<tr>
<td>1</td>
<td><strong>D) Profession Related and Transferable Skills</strong></td>
</tr>
<tr>
<td>2</td>
<td>Initiative and personal responsibility.</td>
</tr>
<tr>
<td></td>
<td>Decision-making in complex and unpredictable situations.</td>
</tr>
<tr>
<td>No.</td>
<td>Learning Outcomes – Postgraduate Certificate</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>A) Understanding and Knowledge</strong></td>
</tr>
<tr>
<td>1</td>
<td>Demonstrate systematic understanding and critical awareness of knowledge informed by the latest research in the discipline.</td>
</tr>
<tr>
<td>2</td>
<td>Discuss, and act in accordance with the policy frameworks and statutory instruments governing professional practice.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate an understanding of the contribution and scope of advanced professional practice in UK health care delivery.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate knowledge of, initiate and evaluate clinical audit and other quality assurance mechanisms commonly used in the practice environment.</td>
</tr>
<tr>
<td></td>
<td><strong>B) Evaluate and Interpret Evidence</strong></td>
</tr>
<tr>
<td>1</td>
<td>Demonstrate ability to make use of scholarly reviews and primary sources such as refereed research articles, to comment on particular aspects of current research or advanced scholarship in the discipline.</td>
</tr>
<tr>
<td></td>
<td><strong>C) Generic and Enabling Skills</strong></td>
</tr>
<tr>
<td>1</td>
<td>Ability to communicate complex information both in oral and written forms for a variety of purposes.</td>
</tr>
<tr>
<td>2</td>
<td>Utilise Information and Communication Technology Skills in order to further their practice knowledge and expertise.</td>
</tr>
<tr>
<td>3</td>
<td>Manage their own time efficiently and effectively in order to optimise professional performance.</td>
</tr>
</tbody>
</table>
D) Profession Related and Transferable Skills

1. Decision making.
2. Management of their own learning.
4. Promote a safe and healthy working environment, taking account of, and responding appropriately to, personal health and safety risks.
5. Conduct themselves in a professional manner by demonstrating sensitivity to the needs of others, including patients, carers and colleagues.

Learning Outcomes

The learning outcomes for the Postgraduate Award are variable, depending on the modules to the value of 30 credits that have been successful passed.

27a. Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MSc</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A) Knowledge and understanding learning outcomes 1-6</td>
<td>HEAL409; HEAL401; Plus any optional modules completed</td>
<td>The mode of assessment is specific to each module and includes oral presentations, poster presentations, written assignments, portfolios, clinical OSCEs, OSVEs, case studies and dissertation.</td>
<td>N/A</td>
</tr>
<tr>
<td>B) Evaluate and Interpret evidence outcomes 1-6</td>
<td>HEAL402; HEAL451 Plus any optional modules completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) Generic and enabling skills outcomes 1-6</td>
<td>All modules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D) Profession specific and transferable skills outcomes 1-10</td>
<td>HEAL409; HEAL401; HEAL403; HEAL415; HEAL421. Plus all clinical skills modules.</td>
<td></td>
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</tr>
</tbody>
</table>

| **PGD**              |                                          |                                                 |                                                  |
| A) Knowledge and understanding learning outcomes 1-6 | HEAL409; HEAL401; Plus any optional modules completed | The mode of assessment is specific to each module and includes oral presentations, poster presentations, written assignments, | N/A |
| B) Evaluate and Interpret evidence outcomes 1-3 | HEAL402; Plus any optional modules | | |
C) Generic and enabling skills outcomes1-6
D) Profession specific and transferable skills outcomes1-8

<table>
<thead>
<tr>
<th>Programme Specification</th>
<th>PG</th>
<th>TQSD/14.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All modules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEAL409; HEAL401;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEAL403; HEAL415;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEAL421. Plus all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clinical skills modules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>portfolios, clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSCEs, OSVEs, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>case studies.</td>
<td></td>
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</tr>
</tbody>
</table>

| PGC | A) Knowledge and understanding learning outcomes 1-4 | HEAL409; plus any optional modules completed | N/A |
| B) Evaluate and Interpret evidence outcomes 1 | Any optional modules completed | The mode of assessment is specific to each module and includes oral presentations, poster presentations, written assignments, portfolios, clinical OSCEs, OSVEs, and case studies. | |
| C) Generic and enabling skills outcomes1-3 | | | |
| D) Profession specific and transferable skills outcomes1-5 | | | |

Key to Module Codes (20 credits at level 7 unless indicated)

HEAL301 Facilitating practice-based learning (L6 Mentorship Preparation) (15 credits)
HEAL304 Human visual field assessment (L6) (15 credits)
HEAL401 Development of leadership skills in health and social care
HEAL402 Overview of research methodologies for health and social care professionals
HEAL403 Negotiated work based learning - Developing practice skills
HEAL409 Context of advanced practice
HEAL410 Human visual field evaluation
HEAL415 Therapeutic communication skills for advanced practice
HEAL421 Mentorship through action learning in health and social care
HEAL422 Concepts of management of musculoskeletal trauma
HEAL425 Clinical skills and diagnosis – abdomen (10 credits)
HEAL426 Clinical skills and diagnosis – adult respiratory (10 credits)
HEAL427 Clinical skills and diagnosis – cardiovascular (10 credits)
HEAL428 Clinical skills and diagnosis – musculoskeletal lower limb
HEAL429 Critical Thinking and Reasoning in Health Care (5 credits)
HEAL434 Critical Thinking and Reasoning in Health Care (10 credits)
HEAL435 Clinical skills and diagnosis – adult neurological
HEAL438 Diagnosis and triage of upper limb musculoskeletal conditions
HEAL451 Research Dissertation (60 credits)
NURS650 Fundamental sexual and reproductive health (L6 15 credits)
NURS651 Leadership in professional practice (L6 15 credits)
OCCU504 Practice Educators’ Introductory Course
ORTH401 Clinical Education (Practice and Theory) for Orthoptists
ORTH402 Clinical Education for Orthoptic Tutors
PHTY401 Diagnosis and triage of lower limb musculoskeletal conditions
PHTY403 Concept of management upper limb musculoskeletal conditions
PHTY404 Movement based science approach to stroke rehabilitation
PHTY405 Diagnosis and triage of spinal musculoskeletal conditions
RADT500 Introduction to oncology (L6 15 credits)
RADT503 Advanced practice in the management of men with prostate cancer (15 credits)
## Programme Specification PG

### RADT720 Image Guidance in radiotherapy, theory, consequences and implementation
### RADT721 Practical aspects of image guidance for radiotherapy

#### 28. Skills and Other Attributes

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and attributes:</th>
</tr>
</thead>
</table>
| 1   | **Information gathering**  
The ability to gather and evaluate evidence and information from a wide range of sources.  
The ability to use methods of enquiry to collect and interpret data in order to provide information that would inform or benefit practice. |
| 2   | **Problem solving**  
Logical and systematic thinking.  
The ability to draw reasoned conclusions and make informed judgements. |
| 3   | **Communication (WRITTEN & ORAL)**  
Effective skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, their relatives and carers and, when necessary, to groups of colleagues or clients. |
| 4   | **Working with numbers**  
The ability to handle numbers, gathering statistical data and being able to analyse, interpret and present it in a clear and accurate way. |
| 5   | **Information and communication technology**  
The ability to engage with technology, particularly the effective and efficient use of information and communication technology. The ability to accept, learn and adapt to new technology |
| 6   | **Working with others**  
The ability to work cooperatively with others to achieve shared goals, showing diplomacy and flexibility when there are conflicting opinions. Supporting other people’s performance to achieve the best possible results. |
| 7   | **Time Management**  
The ability to plan and prioritise workload and to manage several tasks at once. |
| 8   | **Improving own learning & performance**  
The ability to plan and improve approach to learning.  
The ability to set targets, formulate action plans, implement and evaluate the plans to meet targets set. |

#### 28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All programe modules</td>
<td>Employability and research skills</td>
<td>Via module assessment strategies which include oral presentations, poster presentations, written assignments,</td>
</tr>
</tbody>
</table>
## Programme Specification

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>All programme modules</td>
<td>Learning, employability and research skills</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>As section 1 above</td>
</tr>
<tr>
<td>3</td>
<td>HEAL301; HEAL304; HEAL401; HEAL403; HEAL409; HEAL415; HEAL421; HEAL425; HEAL426; HEAL427; HEAL428; HEAL429; HEAL434; HEAL435; HEAL451; OCCU504; ORTH401; PHTY401; PHTY403; PHTY405; RADT503; RADT720; RADT721.</td>
<td>Learning, employability and research skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>As section 1 above</td>
</tr>
<tr>
<td>4</td>
<td>All programme modules</td>
<td>Learning, employability and research skills</td>
</tr>
<tr>
<td>5</td>
<td>All programme modules</td>
<td>Learning, employability and research skills</td>
</tr>
<tr>
<td>6</td>
<td>All programme modules</td>
<td>Learning and employability skills</td>
</tr>
<tr>
<td>7</td>
<td>All programme modules</td>
<td>Learning and employability skills</td>
</tr>
<tr>
<td>8</td>
<td>All programme modules</td>
<td>Learning and employability skills</td>
</tr>
</tbody>
</table>

### 29. Career opportunities:

On successful completion of the programme, postgraduates with the award of MSc will normally be eligible to apply for advanced practice/extended scope roles in health and social care within a wide range of NHS and private health care settings. Those with the postgraduate diploma or certificate may have opportunities to extend their professional scope of practice or continue in their existing post, working in an enhanced or advanced practice role.

All health professionals exiting the programme will also possess key transferable skills that will open career opportunities in research, professional leadership and practice development across the range of health professional careers in which these skills are relevant.

### Part C: Entrance Requirements

### 30. Academic Requirements:
The minimum UK entry requirement is a 2.2 Honours degree in a health or social care related subject from an accepted UK University or other Institute of Higher Education. For overseas students the international equivalent as recognised by NARIC and/or by the University’s International Recruitment Office is required.

Candidates with an appropriate professional qualification in health care and, normally, a minimum of two years post-qualification professional practice will also be considered for entry.

Applicants whose first language is not English must show evidence of proficiency in English by achieving, in the previous two years, a minimum score of 7.0 of the International English Language Testing System (IELTS), or the equivalent in TOEFL test.

Advanced standing accreditation of prior learning will be in accordance with the University’s policy on recognition of prior learning (RPL) http://www.liv.ac.uk/eddev/supportingteaching/rpl/. Applicants with relevant certificated credits from previous study, which have not been credited to an award, maybe permitted to transfer these into the programme. No more than one third of the total credits for an award may derive from credit transfer. Applicants should discuss their potential for RPL with the School RPL advisor and submit their request for accreditation prior to entry to the programme.

Applicants should be employed in a health or social care setting, working in/towards an advanced practice or extended or enhanced role.

31. **Work experience:**

   Normally two years of post-registration professional experience in the health or social care sectors.

32. **Other requirements:**

   All applicants must be registered to practise with appropriate Statutory Regulatory Body. A University Postgraduate Application form must be submitted, supported by two academic references and a letter of support from the applicant’s employer. Those short listed will be required to attend for interview.

   Candidates will be expected to show original copies of academic qualifications and other supporting documents to the programme director. The MSc/PGD/PGC Advanced Practice is a flexible programme structured to provide mandatory and optional modules, tailored to the individual student needs. Prior to starting the programme, each student will discuss their sphere of work, personal preference and professional aspirations with the Directors of Studies in order to select appropriate modules and create an individual programme plan within the structured timetable.

**Part D: Programme Structure**

33. **Programme Structure:**

   This is a progressive and flexible programme of postgraduate study, with exit points at Postgraduate Certificate (PGC), Postgraduate Diploma (PGD) and Master of Science.

   The PGC or PGD may be taken as either free standing awards or as an intermediate exit award for any student who has successfully completed the modules required for these awards, or who have failed to comply with the criteria which permits progression to the next level of study.

   The programme normally commences in September each year and is part-time. It is modular, with some modules being mandatory and others optional, to suit the
individual student needs and professional ambitions.

Modules are normally delivered over two semesters. There are two assessment points per year (January and May), one at the end of each semester. To achieve an award the student must successfully complete,

- PGC - 60 credits at level 7, with no more than 15 credits at level 6 and no dissertation credits. To include module HEAL409.
- PGD - 120 credits at level 7, with no more than 30 credits at level 6 and no dissertation credits. To include modules HEAL409 and HEAL402
- Master of Science degree - 180 credits at level 7, with no more than 30 credits at level 6. To include modules HEAL409, HEAL402 and HEAL451 (dissertation).

Programme Theme and Pathways

There is an overarching theme of advanced practice in healthcare, yet the flexible, modular nature of this award permits healthcare professionals to structure their studies to meet with their own professional needs. This will provide options for profession specific pathways through the programme if required. These may be clinical, managerial or more generic.

For example, a nurse working towards an advanced clinical practice role could complete the core module HEAL409, the leadership module HEAL401, the therapeutic communication skills module HEAL415, clinical skills modules HEAL426 (respiratory) and HEAL427 (cardiovascular), the negotiated work based learning module HEAL403, the research module H402, and a dissertation, H451, specific to their area of clinical practice.

A physiotherapist progressing to a service management role could complete the core module HEAL409, the leadership module HEAL401, the negotiated work based learning module HEAL403, focused on management practices, mentorship through action learning HEAL421, any of the PHTY coded modules relevant to their area of practice supervision or expertise, the research module H402, and a dissertation, H451, specific to management theory and practice applied to physiotherapy.

Students completing a generic route could explore the four key health professional aspects of clinical practice, education, leadership and research by completing the modules HEAL409, context of danced practice, the leadership module HEAL401, mentorship through action learning HEAL421, the research module H402, two other modules from the portfolio, and a dissertation HEAL451, relevant to their area of practice or interest.

Guidance will be provided by the Programme Director on module choice.

34. Industrial placement/work placement/year abroad:

It is expected that some candidates will undertake one or more of the clinical skills and diagnostics modules module, which are all optional. These modules require students to ensure that appropriate resources, in a suitable practice environment, are accessible to them prior to registration for the clinical skills modules.
35. **Liaison between the Level 2 Schools/Institutes involved:**

The Management school, the Postgraduate School of Medicine and the Marie Curie institute contribute to teaching on the programme. Contributing departments liaise with the rest of the programme team through the programme management team meetings and board of studies meetings. They also have direct contact with the director of studies.

36. **Part E: Learning, Teaching and Assessment Strategies**

**Learning, Teaching and Assessment Strategies:**

This programme’s teaching, learning and assessment strategies are entirely consistent with School’s policy and practices and the University’s Strategic Plan. Furthermore, methods of teaching and assessment comply fully with the University code of practice on assessment, policies on data protection, standards and quality in learning and teaching.

The programme adopts a modular approach to the delivery of the curriculum which has been designed to be adaptable and flexible, to meet with the current demands of the health and social care professions. It has also been designed to ensure coherent and developmental student learning throughout the programme of study. On successful completion, students will be able to demonstrate key subject-specific knowledge and skills.

There is a strong emphasis on independent and self-directed learning. Current research and advanced professional activity underpin the teaching of all aspects of the modules throughout the programme to promote advanced academic and clinical effectiveness. Current policies of health and social care and professional issues also underpin the teaching to provide an up-to-date context of practice. The development of advanced communication skills also has a high profile in all aspects of the programme. Key skill development is integrated throughout the programme.

The programme adopts a student centred approach to the delivery of the content. Students are supported in the development of the skills required to become critically reflective, autonomous learners/practitioners. Interactive lectures, seminars, group and individual tutorials, online (e-learning) problem solving, action learning, work based and negotiated work based learning, student presentations, workshops and self-study packages are some examples of the range of activities employed. Where appropriate, expert lecturers/specialist practitioners contribute to teaching.

These strategies for delivering the programme focus on the development of advanced communication, team working and independent learning skills. There is a multi-stakeholder approach to the development of the programme and modules to ensure that service users are involved in the planning, delivery and assessment, so that the exit awards are appropriate to the current advanced practice arena. Stakeholder involvement brings an added dimension to the curriculum and aims to develop the students’ understanding of the holistic effect of a range of issues relating to being a patient or carer.

This programme and related modules have been designed to optimise shared learning activities. Two forms of shared learning are adopted – multi-professional sessions in which students from different professions learn side by side, and inter-professional sessions in which the different professions learn from and about each other, in order to develop understanding of each other’s roles and foster collaborative working practice at this advanced level.

The assessment strategy for the programme adopts a varied approach with individual modules tailoring the assessment method to the specific skills and learning outcomes.
to be tested. Written assignments, oral presentations, poster presentations, portfolio, objective structured clinical examination (OSCE), Objective structured video examination (OSVE) and dissertation are some examples of the range of assessment methods employed. One important factor that is considered throughout the assessment for the programme is clinical or professional relevance. The need for a safe and effective level of competence in the advanced use of clinical skills, clinical reasoning and problem solving skills in practice provides the main focus for the choice of assessment method used. The diverse range of students from a variety of professional backgrounds means that a range of assessments types are utilised. The assessment strategy takes into account those students who have impairment or a specific learning need.

Involvement of healthcare practitioners in the assessment process is employed in the clinical skills modules, both through practice placement reports and formal practice assessment procedures. This ensures clinical relevance and reinforces the notion of partnership in the education of health professional students.

E–learning and technology are utilised in a variety of ways throughout the programme, including supporting students who are in clinical practice as a means of bridging the practice/education interface.

36a. Learning, Teaching and Assessment methods:

**Learning and teaching methods**
- Lectures
- Tutorials (group/individual)
- Workshops
- Small group seminars
- Action Learning sets
- Learning in Practice
- On-line discussion (viva Wiki, Discussion Boards and Blogs)
- Skills development
- Self directed private study

**Assessment methods**
- Oral presentations
- Poster presentations
- Written assignments
- Portfolios
- Clinical OSCEs
- OSVEs
- Case studies
- Dissertation.

37. Assessment information for students:

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

The University marks scale, marking descriptors and qualification descriptors;
The framework for modular, postgraduate programmes;
Information about students’ progress, including guidance for students;
The procedure for assessment appeals;
Regulations for the conduct of exams;
The University’s policy on making adjustments to exam arrangements for disabled students.
The code of practice relating to external examining (see also below)
The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

**Marking criteria:**
Full details of the assessment procedures can be found in the Programme Handbook, Module Handbooks (VITAL) and Module Specifications (TULIP).

### 38. Student representation and feedback:

A range of external and internal stakeholders, including students, monitors the programme. Student evaluation of the programme will be gained through the following routes:

- Formal written end of module evaluation forms
- Informal discussion with module leader/academic staff
- Exit questionnaire for graduates
- Representatives on School Staff/Student Liaison committee
- Representatives on the Board of Studies
- Representatives on Programme Management Meetings
- Student forums

A School Staff-Student Liaison Committee is established in accordance with the University Code of Practice on student representation.
This committee normally meets at least three times per year. The membership of the committee, its terms of reference, and the manner in which it conducts its business conforms to the requirements of the Annexe to the code of practice on student representation. Elections to the committee are carried out within the structure determined by the University student representation steering group and programme representatives are encouraged to attend the training provided for them through the Liverpool University student training initiative.

Issues raised at the Staff/Student liaison meetings are referred by the Chair of the group to the Head of School for action to be taken, as appropriate. Notice of meetings, notes following meetings and the results of action taken are displayed on Directorate notice boards and the Health Sciences module on VITAL.

The Board of Studies normally meets three times per year, one meeting per term. Each programme of study has one student representative (with an alternate) elected annually to the membership of the Board. Feedback to students is effected through minutes distributed to student representatives. Formal recommendations for
substantive changes to the programme are referred, in the first instance, to the Board of Studies before being submitted to the Faculty quality and academic standards committee for approval. Issues raised in the evaluations, at student forums or at programme management meetings relating to any aspect of the University programme are discussed by the programme management team for action to be taken, as appropriate.

Part F: Status of Professional, Statutory or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:

None required

Part G: Diversity & Equality of Opportunity and Widening Participation

40. Diversity & Equality of Opportunity and Widening Participation:

The University of Liverpool is committed to providing a positive learning and working environment where all members of the University community are treated with dignity and respect. We will address direct and indirect discrimination, harassment and victimisation on the grounds of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion and belief, sex and sexual orientation; spent criminal convictions (where there is no exemption from the legal provisions in place), socioeconomic background or any other irrelevant factor.

The University’s diversity and equality of opportunity policy provides the over arching framework for translating this commitment into actions and has supporting disability, gender and race equality schemes and age, religion and belief and sexual orientation action plans. The dignity at work and study policy further outlines the University’s commitment to eliminating bullying and harassment. These documents and further information can be found at: http://www.liv.ac.uk/hr/diversity_equalit

ANNEX 1

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
</table>

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