Programme Specification

Programme Title: MSc Advanced Practice

Awarding Institution:	University of Bolton		
Teaching Institution:	University of Bolton		
Division and/or Faculty/Institute:	Faculty of Wellbeing and Social Sciences		
Professional accreditation	Professional body	Professional body URL	Status of graduates
Final award(s):	MSc Advanced Practice		
Interim award(s)	None		
Exit or Fallback award(s)	PG Diploma in Advanced Practice PG Cert in Clinical Practice		
Programme title(s)	MSc Advanced Practice		
UCAS Code	N/A		
JACS Code	B700 Nursing		
University Course Code(s)	HLT5179		
QAA Benchmark Statement(s)	The following benchmark statement have been utilised to develop this MSc programme Health Studies (2008) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf		
Other internal and external reference points	NHS North West - Strategic Health Authority for Higher Education Qualifications and the Code of Practice UK Quality Code for Higher Education http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A1.pdf QAA Master's Degree Characteristics		

	http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf University of Bolton awards framework Benchmark Statement Health Care Programmes: Nursing Phase 1 http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Benchmarking-academic-and-practitioner-standards-in-healthcare-subjects.aspx ? Statement of common purpose for subject benchmark statements for the health and social care professions http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/StatementofCommonPurpose06.pdf QAA Code of Practice for the Assurance of Academic Quality and Standards in HE: Section 9 Work-Based and Placement Learning September 2007 NHS North West - Strategic Health Authority
Language of study	English
Mode of study and normal period of study	Modular 2 calendar years (24months) Part-time -2 days per week for 47weeks per year

Admissions criteria

A current professional registration as a health or social care practitioner - for example the Nursing and Midwifery Council, Health Professions Council or the Royal Pharmaceutical Society of Great Britain.

At least a lower second class honours degree (2.2) in a subject relevant to health or social care practice.

Compliance with occupational health screening procedures and Criminal Records Bureau screening to the satisfaction of the employing health/social care organisation providing the practice placement.

Support from the appropriate service manager for learning time, funding and learning support (i.e. mentors/assessors).

English language requirements for overseas students are minimum requirements of IELTS score of 6.0.

Non Standard Entry

If you do not meet the above criteria your application may still be considered if you can demonstrate:

- Recent degree or post graduate study along with a diploma in higher education linked to your professional qualification

or

- A professional qualification along with submission of a portfolio of evidence in support of application. This may include undertaking a preliminary assessment set by the university to enable us to assess your current academic ability.

Additional admissions matters
The development of Advanced Practitioners in health and social care in the North West is a major aspect of workforce planning and modernisation agendas in related organisations. Sponsorship to undertake the programme is co-ordinated by employing organisational contacts, the NHS North West workforce modernisation HUB team and the programme leader. For further details please follow the link: www.ewin.northwest.nhs.uk
Alternative funding arrangements are available for non- NHS applicants and private payers.

All candidates irrelevant of funding status undergo a structured recruitment process involving a joint interview between the university and the employing organisation. This is to ensure that you have considered the implications of the programme and that you have the academic capacity to succeed. This is supported by a successful application form including one professional reference and one academic reference.

Fitness to practise declaration

This programme is subject to the University's fitness to practise procedures

See policy:
http://www.bolton.ac.uk/students/policiesproceduresregulations/allstudents/documents/fitnesstopracticeprocedurejuly2011.pdf

Aims of the programme

The principal aims of the programme are:
The main aim of the Programme is development of an 'Advanced Practitioner' in health and social care, during the programme
- You will advance your practice out of your current area of scope, and assume a role that is more autonomous and clinically expert;
- You will develop appropriate knowledge and skills that are commensurate with higher levels of decision-making and responsibility in complex situations;
- You will manage and influence patient management and service development.

Distinctive features of the programme
.

1. The programme delivers a high level of integrated clinical knowledge and skill development that is designed to prepare you for the complexities of real world practice.

2. Inspiring learning environment: much of the course is taught in Bolton One's state of the art Clinical Simulation Suite. It is here that you will have access to specialised equipment as you strive for clinical competency before embarking on your work based learning experiences.

3   Alongside the clinical content of the programme you will also develop the necessary leadership skills that will allow you to challenge and change practice with a view to delivering innovative changes in your service that derive real benefits for patients.

4   Work based learning is integral to the MSc Advanced Practice. You will experience a highly structured academic programme that is augmented by a personalised work-based programme of learning. The combination of academic and practice based learning ensures that you will have the requisite clinical grounding yet remains flexible enough to allow you to personalise practice, to respond to challenges and changes within your role and your developing service.

5   You will be allocated an Advanced Practice Learning Facilitator (APLF) who will act as an advocate as well as supporting you, your mentor and assessors in negotiating workplace activities. The APLF has a crucial role in brokering educational learning opportunities; access to resources; facilitating the input of other clinicians to learning and assessment, and, with the mentor, quality assuring assessment in relation to overall Advanced Practice competencies as well as specifically contracted elements of learning. The APLF will work with you and others to ensure that the workplace learning supports the developing Advanced Practitioner role within organisations and in meeting the programme skill and competency requirements.

Programme learning outcomes include;

- A systematic understanding of knowledge and a critical awareness of current problems and/or new insights, much of which are at or informed by, the forefront of areas of professional practice and of service context.

- The capacity to synthesise practice and theory, to underpin demonstrably higher levels of discretion and judgement in decision making within Advanced Practice, service delivery and leadership.

- The ability to deal with complex issues both systematically and creatively; to make sound judgements in the absence of complete data; and to communicate your conclusions clearly to service users and other stakeholders.

- The ability to identify, and critically evaluate and reformulate your understanding of boundaries that define the development of your practice and the underpinning knowledge required to support new ways of working within and / or beyond those boundaries.

- Competence, autonomy and professional accountability in the development and deployment of higher level skills.

- A high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources of evidence in order to:

- underpin your own professional development

- enhance with others, service delivery and outcomes for service users and / or the community.

- Transferable skills including team skills and leadership; practice that values user and carer needs and experiences; problem solving; numeracy appropriate to context; oral and written communication skills, and Information and Communication Technology (ICT); learning how to learn.

K. Knowledge and understanding
On successful completion of the programme you will be able to demonstrate systematic knowledge and understanding of

1. the evidence base(s), formal and informal, underpinning your professional practice

2. the legislative and professional accountabilities governing your scope of practice

3. the needs of your service users and / or the community

4. current problems, policy and practice in your specific area of professional practice and service context

C. Cognitive, intellectual or thinking skills
On successful completion of the programme you will be able to demonstrate the ability to:

1. synthesise practice and theory in order to underpin demonstrably higher levels of discretion and judgement in decision making

2. deal with complex issues both systematically and creatively; to make sound judgements in the absence of complete data

3. demonstrate a high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources of evidence.

P. Practical, professional or subject-specific skills
On successful completion of the programme you will be able to demonstrate the ability to

1. display competence, autonomy and professional accountability in the development and deployment of higher level skills. These skills are both professional (e.g. in a specific clinical area), and in service leadership.

2. enhance with others, service delivery and outcomes for service users and / or the community.

T. Transferable, key or personal skills

On successful completion of the programme you will be able to demonstrate the ability to:

1. effectively lead at both micro and macro level within organisations
2. work effectively within teams and across teams
3. deliver practice that values user and carer needs and experiences
4. problem solve and make decisions based upon reliable evidence
5. utilise numeracy appropriate to the context
6. utilise effectively both oral and written communication skills
7. effectively use Information and Communication Technology (ICT)
8. engage in continuing professional development and direct personal development.

Programme structure

The totality of the MSc in Advanced Practice equates to 180 academic credits of which 160 must be achieved at HE7; the remaining 20 credits must be at a minimum of HE6. The core content of the MSc Advanced Practice programme equates to 160 HE7credits. The remaining 20 credits can be sourced in a variety of ways:

1. You may select a module from the suite of modules located at the Faculty's CPD framework - please follow the link to view our full provision Elective
2. APL for relevant previous study
3. A relevant external module - however the cost will be either incurred by you or your employing organisation
It must be noted that whichever elective option you take it must be in agreement with the university and the employing organisation

.	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
HLT7032	Biological Basis of Disease and Therapeutics	C	20	1
HLT 7033	Clinical Examination Skills	C	20	1
HLT7034	Clinical Diagnostics and Decision Making	C	20	1
HLT7035	Discovery and Establishment of the Advanced Practitioner	C	10	1
HLT7036	Embedding the Advanced Practitioner role within the organisation	C	10	1
HLT7030	Leadership and Innovation	C	20	1
HLT7038	Delivering Quality Improvement in Practice	C	60	3

Learning and teaching strategies

Clinical Simulation Suite
Key practical elements of the clinical modules will be delivered in the Clinical Simulation Suite within Bolton One. This suite is a simulated clinical environment complete with simulated patients. It is a nine-bedded clinical area with a distinct resuscitation and primary care consulting room. Each bed space is equipped with a comprehensive range of clinical tools relevant to the particular clinical area, so that you can learn simultaneously without compromising reality. This allows the academic clinical team to educate you in a unique, realistic and dynamic way. The ability to simulate the challenges that you will face in the real world means that the education that is provided by us goes far beyond the simple acquisition of clinical knowledge and skills. It will also provide you with a strong insight into how and when to use your clinical knowledge and skills. In essence, it will ensure that you are better equipped to provide the highest standard of care for your patients.

Lectures
Some of the taught sessions will be in the format of lectures. The purpose of the lecture is to introduce concepts and ideas, which you will then develop further through discussions in a group and in preparation for the module assignments. The reading lists which are provided in the module guide are designed to help gain maximum benefit from the lecture. The more reading you are able to do before and during the lecture programme, the more you will be able to address underlying issues and complete any written assignments or oral presentations. You must be punctual and try not to miss any sessions as they are important periods when concepts, principles and ideas will be communicated and discussed and when technical notes are circulated and health and safety issues drawn to the your attention.

You must make sure that you keep up with the week to week teaching programme. The modules are quite intense and success can ultimately depend on keeping up the pace required. If you fall behind or do not attend a lecture then self-directed study time should be used to catch up for the following week. You should be careful also not to over-concentrate on one module at the expense of another as this could ultimately affect your final award. Successfully negotiating the way through a modular programme involves careful time management and organisation.

VLE – Virtual Learning Environment / E-learning
A wide variety of teaching and learning strategies are used on this course. They include lectures, presentations, simulations delivered by tutors, seminar discussion, small group workshops, small group tutorials and one to one tutorials. The use of the virtual learning environment (VLE) – will include E-learning packages via Moodle, Podcasts and video presentation etc. It is therefore essential that you use these to your full advantage and access them on a regular basis.

Self- Directed Study
Self-directed study time is a major and important aspect of the programme and is the time when you need to develop and extend your own personal work, and where the majority of the learning on the module will take place. It is important to realise that the time spent with a tutor during formally timetabled classes and the VLE packages is only a very small part of the learning time identified for a module. In addition to the contact time with lecturers

and use of the VLE's a significant amount of personal study should be undertaken. This personal study time should be spent, for example, engaging in general background reading, preparing for seminar activities, working on assignments or revising for examinations. Early in the studies guidance will be provided as to how you can make best use of this time. As you progress through the programme however, this guidance will become less structured and prescriptive. It is expected that you will demonstrate significant independence in your study, taking responsibility for the management of your own learning time.

Seminars
The Seminar performs an important function within many modules. It provides an opportunity to play an active part in the learning process. The seminar seeks to engage all students in the group in discussing and debating specific issues and subjects. The success of this kind of forum depends upon the depth and breadth of your preparation, and your willingness to engage in debate. You will be asked to study specific material and to prepare information relating to particular aspects of the programme. Occasionally you may be called upon to lead the seminar discussion and prepare a formal presentation.

Action Learning Sets
Action Learning Sets are an integral part of the learning process within the programme. Our experience to date lends us to believe that where they are set up and you take responsibility for their running they are exceptionally effective in:
- Providing peer support
- Exchanging knowledge
- Learning/supervision support for dissertation projects
- Finding solutions to learning issues

You will be introduced to Action Learning sets whilst on the module: Discovery and Establishment of the Advanced Practitioner. It is envisaged that once these sets have been established you will be expected to run them on a regular basis with/without direct lecturer input. Learning sets are facilitated either on campus or in the work place, with the APLF taking a lead role in convening groups of students. This approach will be used to integrate and focus learning, to share good practice and to form the basis for dissertation supervision during the latter phase of the programme. It will be facilitated by the APLF and will provide an environment whereby you can seek and provide feedback and motivation to co-participants in relation to role development and academic progress. Early sessions will develop ground rules and skills for being an effective member of the learning set.

Problem based learning (PBL)
PBL is a technique that will be used from time to time to enable you to investigate and synthesise the knowledge needed for a particular aspect of work based learning. It will require and develop your commitment as a team member and colleague within the peer group both in the classroom and the work place in the context of new ways of working.

Tutorials
Tutorials usually take the form of a one-to-one discussion or consultation between you and the tutor about ongoing work. Though essentially an informal situation the session will usually adopt a clear agenda to ensure that the necessary ground is covered to advise you on your studies. If a module group is a large one then group tutorials (where a group of students are involved) may be arranged.

Learning activities (KIS entry)

Course Year

Not currently calculated- as this programme of study is part of the post graduate provision   1   2

Scheduled learning and teaching activities

Guided independent study

Placement/study abroad

Assessment strategy

Your assessment for each module may differ considerably. Each module has clearly identified aims, learning outcomes, and the nature and type of assessment for that module is clearly specified and linked to these learning outcomes. The full module specifications describe the assessment briefly, and your module guide will give you the details.

Assessment methods (KIS entry)

This is not currently calculated as this programme of study is part of the post graduate provision

Course Year

1   2

Written exams

Coursework

Practical exams

Assessment regulations

The Programme is conducted in accordance with important University regulations such as assessment regulations which cover information on assessment (including marking criteria and definitions of grade descriptions). A link to the Assessment Regulations for the Postgraduate Modular Framework documents is provided below:

http://www.bolton.ac.uk/Quality/QAEContents/APPR/Documents/pdf/AssesRegs-PGMProg-main2009(ExExam).pdf

Please ensure that you read and understand this information. It will be assumed that you are familiar with the Assessment Regulations for the Postgraduate Modular Framework.

Grade bands and classifications
(*for information only at this stage – the Assessment regulations are being revised for September 12.*)

Grade Description

Work of exceptional quality	High	80+
	Middle	75-79
	Low	70-74
Work of very good quality	High	67-69
	Middle	64-66
	Low	60-63
Work of good quality	High	57-59
	Middle	54-56
	Low	50-53
Work of satisfactory quality	High	47-49
	Middle	44-46
	Low	40-43
Borderline fail		35-39
Fail		Below 35

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for student learning
- The programme is managed by a programme leader
- An induction programme introduces you to the University and their programme
- You have a personal tutor, responsible for support and guidance

- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students

Line manager/sponsors
Your line managers are very experienced and knowledgeable about what will be expected of you whilst on the programme. They can be very helpful in debating issues and giving you wider experience and perspectives. Care should be taken with how you interpret that information within the context of the requirements of assessments and the programme.

Student Colleagues
Fellow students have the potential to be invaluable sources of support both in academic terms but also in terms of keeping morale high. We encourage you to be mutually supportive of each other; after all you are not in competition with one another and have the same shared goal of successfully completing the programme. Consideration should therefore be given as to how you all work together as an effective student group / team.
.
Colleagues at Work
Feedback from previous students indicates that colleagues at work are also invaluable sources of support and learning. Do be sensitive to them as they may need to cover your work from time to time.

The Really Significant Others
This programme is extremely demanding and will make considerable demands on your time and energy. You will need the support of friends and family and those close to you. You will need to prepare them in advance, update them on your progress and ask for their help when you need it. There are sure to be times in the future when you are able to reciprocate.

Work based learning in the practice setting - Support Roles for Advanced Practice Students
As registered practitioners who have been identified as having the potential for higher levels of autonomy and self direction, it is expected that you will accept your professional responsibility and be accountable for the level of supervision you require in relation to any given practice. In so doing you will be expected to make use of the designated mentor or other clinical colleagues to clarify judgements based upon information about the nature of the activity and, if appropriate the level of clinical risk that may apply.

Advanced Practice Learning Facilitator – is responsible for the support of you and your

mentors and the quality assurance of learning opportunities and assessment processes in the organisational setting.

The Functions of the Advanced Practice Learning Facilitator is to :
be responsible for the support of you and your mentors; to identify learning needs in relation to prior learning, modular \ programme outcomes and specific organisational requirements

support access to learning opportunities within the organisation e.g. additional clinical teaching from another department \ clinician.

act as an advocate for you within the organisation (e.g. 'Champion) in relation to role development

quality assure assessment processes in the organisational setting through review of learning agreements \ contracts; identify evidence appropriate for clinical assessment; facilitating the mentor to make use of sources of evidence (e.g. witness statements; clinical observations) to validate assessment of competence.

maintain effective communication between you, your mentor and other structures across all stakeholders

act as link tutor between the University \ Programme Leader and you and your mentor in the workplace.

act across a range of service settings \ employers in relation to a cohort of students.

The Mentor is responsible for day to day support, identification of learning needs and assessment of your competency.

The functions of the Mentor is to:
identify your individual learning needs in collaboration with yourself in relation to past learning and the demands of the programme;

negotiate with you a programme of learning experience within your own practice setting;

ensure that you experience and are prepared for the full range of Advanced Practitioner roles and competencies that you will be expected to fulfil upon completion of the programme;

ensure that your time in practice is educationally purposeful;

provide protected learning time to ensure that modular learning outcomes are achieved in practice;

facilitate your learning through reflection in and on action in the practice setting;

provide a convincing role model;

monitor and support progress towards required levels of competence and the achievement of learning outcomes of modules undertaken at any point in the course;

engage in continuous formative and eventual summative assessment of competence,

including the fostering of student self-evaluation;

bring to the attention of the Programme Leader any concerns about your progress or inadequacy in the experience available.

endeavour at all times to promote your personal and professional autonomy.

support you to negotiate appropriate experience (visits/alternative placements) according to your needs and the mentor's knowledge of local services.

to maintain an effective working relationship with the Advanced Practitioner Learning Facilitator.

The Mentor should:

be a senior registered practitioner in a role that approximates to that of the student;

Have an educational qualification as a mentor \ assessor or equivalent

Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES)
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports

Other sources of information

Student portal http://www.bolton.ac.uk/Students/Home.aspx

Students Union
http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentsUnion.aspx

Faculty or similar Handbook http://www.bolton.ac.uk/Students/FacultyofWell-BeingSocialSciencesHandbook.pdf

Programme Handbook (add link) awaiting revalidation

Student Entitlement Statement http://www.bolton.ac.uk/termsandconditions/Home.aspx

Module database http://data.bolton.ac.uk/academicaffairs/index.html

Moodle (for the programme) <mark>awaiting revalidation</mark>

External examiners reports
http://www.bolton.ac.uk/Quality/QAEContents/ExternalExaminersReports/Home.aspx

Careers Services
http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentSupport/Careers.aspx

Document control	
Author(s)	Brenda Wilcock
Approved by:	
Date approved:	
Effective from:	
Document History:	

Programme specification: MSc Advanced Practice (Health and Social Care)
Date: September 2012

Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	C1	C2	C3	P1	P2	T1	T2	T3	T4	T5	T6	T7	T8
Biological Basis of Disease and Therapeutics	HLT7032	C	DTA				DA	DTA	DTA	DTA	DTA	D	D	DTA	DTA	DTA	DTA	DTA	
Clinical Examination Skills	HLT7033	C	DTA				DA	DTA	DTA	DTA	DTA	D	D	DTA	DTA	DTA	DTA	DTA	
Clinical Diagnostics and Decision Making	HLT7034	C	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	D	DTA	DTA	DTA	DTA	DTA	
Discovery and Establishment of the Advanced Practitioner	HLT7035	C	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	D	DT	DTA		DTA	DTA	DTA
Embedding the Advanced Practitioner role within the organisation	HLT7036	C	DTA				DTA	DTA	DTA	DTA	DTA	D	D	DT	DTA		DTA	DTA	DTA
Leadership and Innovation	HLT7030	C					DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		DTA	DTA	DTA
Delivering Quality Improvement in Practice	HLT7038	C	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		DTA	DTA	DTA

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills -Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Module listing MSc Advanced Practice

Programme specification: MSc Advanced Practice (Health and Social Care)
Date: September 2012

Module title	Mod Code	New? ✔	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Biological Basis of Disease and Therapeutics	HLT7032		7	2O	Stan	C	N/A	CW	100%	Y						
Clinical Examination Skills	HLT7033		7	20	Stan	C	N/A	CW	50%	Y	Pra	50%	N			
Clinical Diagnostics and Decision Making	HLT7034		7	20	Stan	C	N/A	CW	100%	Y						
Discovery and Establishment of the Advanced Practitioner	HLT7035		7	10	Stan	C	N/A	CW	100%	Y						
Embedding the Advanced Practitioner role within the organisation	HLT7036		7	10	Stan	C	N/A	CW	100%	Y						
Leadership and Innovation	HLT7030	✓	7	20	Stan	C	N/A	CW	80%	N	CW	20%	y			
Delivering Quality Improvement in Practice	HLT7038	✓	7	60	Stan	C	N/A	CW	50%	N	CW	30%	N	CW	20%	Y

Programme specification: MSc Advanced Practice (Health and Social Care)
Date: September 2012

Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Biological Basis of Disease and Therapeutics	HLT7032	C	D	DA	D	D	D	DA	D	DA	DA	DA	D	D	DA	DA
Clinical Examination Skills	HLT7033	C	D	DA	D	D	DA	DA	D	D	DA	DA	D	D	DA	DA
Clinical Diagnostics and Decision Making	HLT7034	C	D	DTA		DTA	DTA	DTA	D	DTA	DTA	DA	D	D	DA	DA
Discovery and Establishment of the Advanced Practitioner	HLT7035	C	DTA	DTA	DTA	DTA		D	DTA	DTA	DTA	DTA	DTA	D	DA	DTA
Embedding the Advanced Practitioner role within the organisation	HLT7036	C	DTA	DTA	DA	DTA		D	DTA	DTA	DTA	DTA	DTA	D	DA	DTA
Leadership and Innovation	HLT7030	C	D	TA	DTA	D		DTA	D	DTA	DTA	DT	DTA	D	D	D
Delivering Quality Improvement in Practice	HLT7038	C	D	DA	D	DTA	D	DTA	D	DTA		DA	DTA	D	D	DTA

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Programme specification: MSc Advanced Practice (Health and Social Care)
Date: September 2012