

Programme Specification

Programme Title: MSc Clinical 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 Clinical Practice		
Interim award(s)	None		
Exit or Fallback award(s)	Post Graduate Diploma in Clinical Practice Post Graduate Certificate in Clinical Practice MSc Professional Practice (Health & Social Care)		
Programme title(s)	MSc Clinical Practice		
UCAS Code			
JACS Code	B700 Nursing		
University Course Code(s)	HLT5234		
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		

	<p>UK Quality Code for Higher Education http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A1.pdf</p> <p>QAA Master's Degree Characteristics http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf</p> <p>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</p> <p>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</p> <p>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</p>
Language of study	English
Mode of study and normal period of study	Modular Option One: Part Time Pathway 4 Academic years 1 module per trimesters (1 & 2) Option Two: Accelerated Part Time Pathway 2 Academic years 2 module per trimesters (1 & 2) Extension of Delivering Quality Improvement module into trimester three Option Three: Full Time Pathway 1 Academic year 3 Modules in Trimester One and Two Delivering Quality Improvement Module spanning Trimester two and three

<p>Admissions criteria</p> <p>At least a lower second class honours degree (2.2) in a subject relevant to health or social care practice</p> <p>English language requirements for overseas students are minimum requirements of IELTS score of 6.0.</p> <p>Non Standard Entry</p> <p>If you not meet the above criteria your applications may still be considered if you can demonstrate:</p> <ul style="list-style-type: none"> • Successfully completed recent degree (HE6) or post graduate level study <p>or</p> <ul style="list-style-type: none"> • A professional qualification along with submission of a portfolio of evidence in support of application. This may include the undertaking a preliminary assessment set by the university to enable us to assess your current academic ability. <p>or</p> <ul style="list-style-type: none"> • Significant promise to excel on the course and have a positive impact on clinical practice 	
<p>Additional admissions matters</p> <p>All candidates will undergo a structured recruitment process involving an interview</p> <p>All application forms will be appraised, by the programme lead. Those who meet the entry requirements will be invited for interview.</p> <p>The interview will serve to ensure that you have considered the implications of the programme, that it is the correct programme for you and that you have the academic capacity to succeed.</p> <p>Following successful interview one professional / character reference and one academic reference will be requested.</p>	
<p>Fitness to practise declaration</p> <p>This programme is subject to the University's fitness to practise procedures</p> <p>You can read this policy by clicking here</p>	

Aims of the programme

The principal aims of the programme are to:

1. Produce graduates who are exceptional thinking clinicians that show humility and are patient focused in every aspect of their work.
2. Provide a robust education in the clinical sciences that underpin safe and effective health care
3. To develop solution focused problem solving individuals who are able to assimilate complex information and synthesise innovative solutions in the presence of incomplete information which demonstrate practical wisdom
4. To inspire individuals to excel in all that they do by continually seeking out opportunities for improvement and converting this hunger into real changes that directly improve patient care, safety and experience.

Distinctive features of the programme

1. The programme is completely focused on topics that will enhance your ability to provide safe and effective clinical care.
2. The programme's curriculum is based entirely on the human body so it is relevant no matter what your professional background.
3. You will learn a range of technical clinical examination skills alongside the knowledge needed to make sense of these skills. In concert this provides you with a greater ability to contribute more autonomously and confidently to an episode of patient care.
4. All of the learning is active with much of the course delivered in our state of the art Clinical Simulation Suite. Here you will have access to a range of anatomical models, high fidelity patient simulators as well as a range of clinical equipment that makes your learning experience as dynamic as possible. This allows us to create engaging learning experiences that help you to draw together all aspects of your learning and apply it to realistic scenarios. This in turn reinforces your learning and teaches you not only what and how but also how to use your knowledge and skills.
5. Alongside the clinical content of the programme you will also develop the necessary leadership and professional skills that will allow you to challenge and change practice. During the programme you will design and deliver a project that will derive real benefits for patients. This is a key employability factor that shows

exactly what you can do to employers as well as improving care for patients.

6. You will develop the skills needed to share good practice and contribute to the body of clinical knowledge by publishing a piece of your work. On graduation you will have submitted a piece of work for publication in a relevant journal again adding to your professional portfolio and increasing your employability.
7. The programme has high and exacting standards which inject rigor and serve to ensure that graduates of this programme are truly fit for purpose and directly useful in clinical practice.

Programme learning outcomes

K. Knowledge and understanding

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of

1. Normal human anatomy and physiology extending into gross and microscopic anatomy as well as physiology on a system homeostatic and cellular level.
2. The mechanisms of disease and how these manifest in individual organ systems to produce the core diseases seen in humans.
3. In depth knowledge of pharmacology for all of the most commonly used classes of medicine used in the management of diseases.
4. The common clinical and diagnostic tests and techniques used in the assessment and management of patients presenting with the core diseases.

C. Cognitive, intellectual or thinking skills

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

1. Undertake enquiry and scholarship to correctly diagnose the root cause of problems
2. Make complex high stakes decisions safely, cautiously and with confidence based upon the best available clinical evidence.

3. Analyse situations and show an appreciation for the complexities of the situation beyond those factors that are immediately obvious in the case

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

5. Display 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 completion of the programme successful students will be able to demonstrate the ability to

1. Communicate successfully in complex situations in order to inform assessment of an individual's need. Then operate as an advocate for patients and the community in which they dwell in order to deliver on solutions that are effective in responding to assessed need.

2. Perform systematic comprehensive clinical examination of patients demonstrating technical accuracy in technique and interpret findings to make appropriate clinical decisions in light of individual patient circumstances.

3. Interpreted clinical data relating to specific patients and make cautious and considered judgements about the data in order to effect safe and effective care

4. Enhance with others, service delivery and outcomes for service users and / or the community.

5. 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 development.

T. Transferable, key or personal skills

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

1. Show humility, compassion and respect for human life and fellow humans

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| <ul style="list-style-type: none"> 2. Recognise and take action to safeguard those who are vulnerable 3. Act with integrity and in accord with legal, ethical and professional frameworks |
| <ul style="list-style-type: none"> 4. Understand autonomy and advocate for individuals when needed and appropriate |
| <ul style="list-style-type: none"> 5. Motivate and inspire individuals, co-workers and teams to aspire for and achieve excellence in all aspects of work |
| <ul style="list-style-type: none"> 6. Lead effectively at both micro and macro level within organisations by |
| <ul style="list-style-type: none"> 5. Work effectively within teams and across teams |
| <ul style="list-style-type: none"> 7. Delivery practice that values user and carer needs and experiences; |
| <ul style="list-style-type: none"> 8. Work in a way that improves quality, productivity and prevents unnecessary wastage and environmental impact |
| <ul style="list-style-type: none"> 9. Engage in continuing professional development and direct personal development |
| |

Programme structure

The totality of the MSc Clinical 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 Clinical Practice programme equates to 20 HE6 credits 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 of Elective modules. The module that you select must be at HE7 level.
- 2. APL for relevant previous study
- 3. APEL for previous activity that can be clearly evidenced
- 4. 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 agreed by the University as being appropriate to your programme.

	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
HLT6006	The Human Body: Anatomy & Physiology for Health & Social Care	C	20	1
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
HLT7037	Developing a Specialist Interest in Clinical Care	C	20	1
	Elective Module	E	20	1
HLT7038	Delivering Quality Improvement in Practice	C	60	3

Learning and teaching strategies

The learning and teaching strategy that is employed on the MSc Clinical Practice is one that serves to be both challenging yet supportive. A range of learning and teaching strategies are employed that in concert produce an overall learning experience that is engaging, incremental with spiral components, which reinforce and embed learning. Overall the most important facet of the learning and teaching strategy is that it is matched to the subject and that it actually contributes to the development of the softer decision making skills that are not easily taught by other means.

One of the central features of the learning and teaching strategy for this programme is the use of case based learning. This is an approach where patient case studies form the basis of learning activities so that any new knowledge that is learned is done so within the context of which the information will eventually be used. Cases are used to introduce anatomical and physiological structures, explain pathology and make sense of examination findings. Cases are also used in the development of skills and the practice of decision making skills. The fidelity of cases will range from simple cases used for in class discussion, to more complicated practical simulated clinical scenarios and presentations about cases that individuals have encountered in practice.

At the outset of the programme the modules are designed to maximise the amount of support that you will receive. As the programme progresses there are logical and important steps built in that will facilitate you to become a more independent learner as is compatible with master's level thinking.

The taken as a whole aim of the L&T strategy is to impart clinical knowledge and develop clinical skills and acumen in such a way that the relevance of the knowledge can be immediately recognised and the skills performed to an expert standard. Beyond this and probably most importantly the strategy serves not only to impart knowledge and skill but also the ability to use this knowledge in appropriate situations by being critical about the utility of a proposed intervention.

The main learning and teaching activities that you will encounter on this programme are:

- Clinical Simulation & Resource Based Learning
- Interactive Lecturers
- Demonstrations
- E Learning
- Problem Based Learning
- Seminars
- Self direct study
- Tutorials & Supervision

Clinical Simulation & Resource Based Learning

At the University we have invested heavily in developing a state of the art Clinical Simulation Suite. Simulation as an educational tool was first used in the aviation industry with the introduction of air craft flight simulators used in the training of pilots. Air craft flight simulators expose trainee and experienced pilots to situations that are difficult to recreate in real life without risking life, injury and damage to expensive equipment. Today it is difficult to imagine that a pilot would be allowed to fly without having first received training in a flight simulator. The provision of health care has much in common with the aviation industry in terms of the potential for injury to patients (in place of passengers) if the service provided by health professionals were to be less than optimal.

Thanks to our new Clinical Simulation Suite – and the introduction of complex computerised manikins – a similar type of education to that given to pilots can now be offered to health professionals training at the University of Bolton. The computerised manikin acts as a patient simulator that can be programmed to challenge and test your knowledge and skills. The manikin senses treatments that are given to it and reacts accordingly. Alongside this, the supervising academic team can change how the manikin responds in light of other interventions provided by attending students.

Our facility 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. Key practical elements of the clinical modules will be delivered in the Clinical Simulation Suite. Early in your programme will be able to observe demonstrations of clinical examinations as well as practising your skills on peers and patient simulators. There is also a range of task trainers available to educate you in techniques such as listening to heart sounds.

You will also enhance your anatomical knowledge and be able to relate this to the clinical examinations that you are undertaking in the Clinical Simulation Suite as it is equipped with a wealth of anatomical models including our plastic cadaver.

Later in the programme when you have developed the requisite knowledge and skills we will use the Clinical Simulation suite and our computerised manikins to challenge you and teach you how to make decisions, respond and communicate with teams in order to meet the patients needs in a holistic manner.

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.

Interactive Lecturers

The purpose of the lecture is to introduce concepts and ideas, which you will then develop further through interaction and practical application. Lectures are used where things need to be visualised or conceptualised prior to further learning such as illustration of key physical signs that might not well be understood by description alone. The lectures are made interactive through the use of the Socratic method of teaching that encourages you to respond to questions in order to build arguments and explain phenomenon.

The reading lists which are provided in the module guide and on our virtual learning environment (VLE) Moodle website are designed to help you gain maximum benefit from the lecture. The more reading you are able to do before and during the lecture programme, the more you will benefit from the lectures.

Demonstrations

Demonstrations are used to illustrate the performance of skills with technical accuracy. Demonstrations enhance the learning experience over simply describing a technique. The demonstrations illustrate technical accuracy and allow for simultaneous explanation. Again the Socratic method is used here to assist with developing understanding and to build cognitive skills in argument and decision making. Demonstrations are also used to illustrate skills in communication, sequencing and review.

Virtual Learning Environment VLE - Moodle

The MSc Clinical Practice makes extensive use of E & M (mobile) learning. Each of the core topics taught is supported by a rich array on online material that can be accessed via traditional computer with connection to the internet. Alternatively multimedia content can be downloaded on to a smart phone or other mobile devices so that learning can take place at the most convenient time for you.

The use of the VLE extends the learning experience and provides support for learning. This embeds the notion that learning is not signally about attending lectures but an active process of engagement which uses a blended range of resources.

The material on the VLE provides a home and reference point for learning. It is used in different ways within each of the core modules however it basically contains information that helps to scope learning, material from lectures as well as revision and assessment aids such as mock questions, audio podcasts that introduce topics and provide instant feedback on formative self assessment activity. A range of video presentations are also included along with discussion boards where these are useful for stimulating discussion.

The VLE is also employed to provoke reflective thinking around the more humanistic aspects of care such as compassion and humility. These are included in the faculty wide 'of good character moodle site'

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 VLEs, a significant amount of personal study should be undertaken.

This personal study time should be spent, for example, engaging in general background reading and preparing for assessment activities. Early in the study's guidance you 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.

Problem Based Learning

Problem Based Learning (PBL) is an enquiry based learning method. In PBL you are encouraged to solve problems, which are set in the context of patient care. This develops your ability to access and use information in clinical decision making. PBL is an important feature of the programme and this often links to the seminar presentations where you will be asked to research a particular case and present this to your peers for peer review and discussion. This helps to prepare you for more independent learning while developing your research and analytical skills.

Seminars

The Seminar performs an important function within the later module. 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.

Tutorials & Supervision

Tutorials are an important part of the programme as they serve as support and guidance mechanism. Usually they 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.

In the early aspects of the programmes will be used to check on your progress and advise you on any aspects that you have not understood. Please do ensure that you make full use of tutorial opportunities as these will often be scheduled at key junctures in your programme. If however you feel that you would benefit from a tutorial then please do negotiate an appointment with the appropriate individual.

Occasionally a group tutorial will be used to support individuals who are working on the same or a similar aspect of work or who are having difficulty grasping individual topics.

As you progress in to the final project the tutorials will become a supervision arrangement. In this you should really aim to take the lead and make use of your academic supervisor as a sounding board for ideas and initiatives as well as a resource for advice and guidance.

Learning activities (KIS entry)

	Course Year	
	1	2
Not currently calculated as this programme of study is part of the post graduate provision		
Scheduled learning and teaching activities		
Guided independent study		
Placement/study abroad		

Assessment strategy

The assessment strategy has been designed to enable you to achieve your full potential whilst studying with us. The strategy recognises the fundamentally important role that assessment plays in shaping your learning experience and we fully embrace the 'Assessment for Learning' ethos. This is a philosophy that uses assessment as a learning and teaching tool rather than a simple measure of learning. As such you will see that assessment is a feature of the modules at key points and not simply an activity that occurs at the end of each module.

There is a diverse range of assessments methodologies employed in the programme. Each type of assessment is matched to the entity that is being assessed. So for example practical skills are assessed by directly observing you performing that skill. On this programme you will experience assessments that range from objective structured clinical examinations, to online questions, through poster presentations and the submission of an article to a journal for publication, to name but a few examples.

In each module you study, you will be clear about when and how you will submit work for assessment. The criteria against which your work will be marked will be included in your module handbook. You will also be aware when and how the assessment feedback will be available to you (normally within four weeks) and the form that that the feedback will take.

You will be provided with feedback on each piece of assessment, formative assessment is provided in each module to enable you to gauge your performance and improve. The formative assessment will directly prepare you for the final summative assessment for the module. The programme team will provide personalised feedback that is clear and easy to understand, should you require clarification, this opportunity is made available through tutorial. The feedback you receive will inform you how you can improve your grades and the 'next steps' you can take.

In conclusion the assessment strategy is designed to be rigorous whilst at the same time maximising opportunity for successfully achievement through the employment of a range of assessment tools that support individuals with differing preference for assessment and learning styles.

Assessment methods (KIS entry)

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 the University's Post Graduate Modular framework regulations. Important information on assessment regulations and other information on assessment (including marking criteria and definitions of grade descriptions) are contained in the Assessment Regulations for the Postgraduate Modular Framework documents which can be accessed at the below link

[http://www.bolton.ac.uk/Quality/QAECContents/APPR/Documents/pdf/AssesRegs-PGMProg-main2009\(ExExam\).pdf](http://www.bolton.ac.uk/Quality/QAECContents/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.

The only exception to this is in relation to the Modules: Human Body: Anatomy & Physiology for Health & Social Care, Clinical Examination Skills, Biological Basis of Disease & Therapeutics and Clinical Diagnostics and Decision Making. Each of these modules has a component of assessment that requires a pass mark of 70%. This is to ensure that you have the requisite knowledge and competence for safe and effective clinical practice. Any lesser standard than this would represent a threat to patient safety and make the award unfit for purpose.

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
- Induction programme introduces the student to the University and their programme
- Each student has 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

If you are in work your line manager can be a very helpful source of support in debating issues and giving you wider experience and perspectives. This said care should be taken in 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 when you are attending University.

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.

A Mentor

Whilst it is not a requirement of this programme that you have a mentor we do recommend that you source one. A mentor can assist you with day to day support, identification of learning needs and assessment.

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 validation**

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) <http://elearning.bolton.ac.uk/course/view.php?id=7251>

External examiners reports

<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

Careers Services

<http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentSupport/Careers.a>

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Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5			
The Human Body: Anatomy & Physiology For Health	HLT6006	C	✓	✓			✓												
Biological Basis of Disease and Therapeutics	HLT7032	C	✓	✓	✓		✓		✓	✓				✓		✓			
Clinical Examination Skills	HLT7033	C	✓	✓			✓	✓	✓	✓		✓	✓	✓		✓			
Clinical Diagnostics and Decision Making	HLT7034	C	✓		✓	✓	✓	✓	✓	✓				✓		✓			
Developing A Specialist Interest in Clinical Care	HLT7037		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Elective		C																	
Delivering Quality Improvement in Practice	HLT7038	C					✓		✓	✓	✓	✓			✓	✓			

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 title	Mod Code	Status C/O/E	T1	T2	T3	T4	T5	T6	T7	T8	T9								
The Human Body: Anatomy & Physiology For Health	HLT6006	C	✓							✓	✓								
Biological Basis of Disease and Therapeutics	HLT7032	C	✓							✓	✓								
Clinical Examination Skills	HLT7033	C	✓	✓	✓	✓			✓	✓	✓								
Clinical Diagnostics and Decision Making	HLT7034	C		✓	✓	✓			✓	✓	✓								
Developing A Specialist Interest in Clinical Care	HLT7037		✓	✓	✓	✓	✓	✓	✓	✓	✓								
Elective		C																	
Delivering Quality Improvement in Practice	HLT7038	C		✓	✓	✓	✓	✓	✓	✓	✓								

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 Clinical Practice

Programme specification: MSc Clinical Practice

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
The Human Body: Anatomy & Physiology For Health	HLT6006		6	20	Stan		N/A	CW	50	Y	Pra	50				
Biological Basis of Disease and Therapeutics	HLT7032		7	20	Stan	C	N/A	CW	100%	Y						
Clinical Examination Skills	HLT7033		7	20	Stan	C	N/A	EX	50%	Y	Pra	50%	N			
Clinical Diagnostics and Decision Making	HLT7034		7	20	Stan	C	N/A	CW	100%	Y						
Developing A Specialist Interest in Clinical Care	HLT7037	✓	7	10	Stan	C	N/A	CW	30%	Y	CW	70%	Y			
Elective			7	20	Stan	C	N/A									
Delivering Quality Improvement in Practice	HLT7038	✓	7	60	Stan	C	N/A	CW	50%	N	CW	30%	N	CW	20%	Y

Bolton Key Core Curriculum requirements

Programme specification: MSc Clinical Practice

Date: September 2012

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
The Human Body: Anatomy & Physiology For Health	HLT6006		D		D	DT	D	DTA		DT	DTA	DT	DA		DT	DT
Biological Basis of Disease and Therapeutics	HLT7032	C	D	DA	D	DT	D	DA	D	DA	DA	DTA	D	D	DA	DA
Clinical Examination Skills	HLT7033	C	D	DAT	DT	DTA	DA	DTA	D	DTA	DTA	D	DTA	D	DA	DA
Clinical Diagnostics and Decision Making	HLT7034	C	D	DTA	DTA	DTA	DTA	DTA	D	DTA		DA	D	D	DA	DA
Developing A Specialist Interest in Clinical Care	HLT7037	C	DTA	DTA	DTA	DTA	D	DTA	DT	D	DT	DTA	DTA	D	DT	DTA
Elective		E														
Delivering Quality Improvement in Practice	HLT7038	C	D	DA	DTA	DTA	D	DTA	D	DTA		DA	DTA	D	D	DTA

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