PROGRAMME SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Programme name</th>
<th>Advanced Practice in Health and Social Care (Long Term Conditions and Long Term Care)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award</td>
<td>MSc</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Adult Years/Health Services Research and Management (Cross School)</td>
</tr>
<tr>
<td>Programme code</td>
<td>PSMGCC</td>
</tr>
<tr>
<td>Type of study</td>
<td>Full-Time Part-Time</td>
</tr>
<tr>
<td>Total UK credits</td>
<td>180</td>
</tr>
<tr>
<td>Total ECTS</td>
<td>90</td>
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</tbody>
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PROGRAMME SUMMARY

The MSc Advanced Practice in Health and Social Care (Long Term Conditions and Long Term Care) is aimed at all professionals working with people with long term conditions, either in their own homes (including care homes) or acute sector. It seeks to help develop a specialist research-focused workforce to lead long term health and social care in the 21st century. The aim is to prepare you to lead new ways of working due to the changing demographics and increasing pressures on the current health and social care system.

The course offers teaching in the latest theoretical and clinical developments relating to long term conditions and long term care. It also develops your research skills and critical thinking and provides the opportunity to conduct a research project under expert supervision, laying the foundations for independent research in the future.

It is a flexible programme of study aiming to serve the needs of any health, social work and social care practitioner looking to enhance and advance their clinical, professional and research skills and knowledge within a multi-professional and interdisciplinary learning context.

You will have the opportunity to study the nature, assessment and management of the physical, mental and emotional needs of people with long term conditions (including those with dementia). In addition, you will explore creative ways to place the user at the centre of service-delivery and how best to facilitate self-care management, through user and carer engagement and the use of technology based assistive devices in health and social care (tele-health, tele-care and tele-medicine). Finally, you will learn how to innovate whilst ensuring safe and effective care, by applying whole systems thinking to ensure proactive risk management.

You will be encouraged to examine the differing professional experiences of other students and to think about effective and competent ways of working collaboratively. You will be supported in sharing knowledge gained from your professional background and consider the challenges of, and barriers to working with other professionals. This programme is also committed to ensuring the meaningful participation of both service users and their carers and we seek opportunities to involve the user or carer in the classroom to enable them to share their experiences.
The programme will provide you with the opportunity to create a challenging and rewarding MSc programme tailored to your personal development needs. For instance, in consultation with the Programme Director, those students working with older people will be actively encouraged to select the ‘Evidence based dementia care’ or ‘Making a difference: Research and Development in Care for Older People’ module for their elective.

It enables you to develop the appropriate knowledge and skills to work at an advanced level of practice with people who have long term conditions or in long term care.

By completing the MSc in Advanced Practice in Health and Social Care (Long Term Conditions and Long Term Care) you will have demonstrated original application of knowledge to the field of long term conditions and long term care and clinical decision making in relation to practice. You will have been engaged in research that contributes new views to this area.

Those of you who exit the programme with a postgraduate diploma will have explored knowledge related to the field of long term conditions and long term care from different perspectives to broaden your expertise and skills. You will also have critically evaluated current evidence in the field and provided appropriate critiques of knowledge and techniques in relation to this.

If you exit the programme at postgraduate certificate level will be have been enabled to examine theories related to health and social care and be able to synthesise and apply these to practice. You will have gained critical insight into problems that may arise in this area and be able to consider problem solving mechanisms. You will also be able to use a range of techniques to undertake your scholarly work.

Aims
The aim of this Programme is to facilitate you to:

- Develop your knowledge in health and social care.
- Develop the ability to exercise initiative and personal responsibility, decision making in complex and unpredictable situations,
- Become independent learners with the ability for continuing personal and professional development.
- Demonstrate a respect for other professions, to learn and work with them
- Think critically, be open to new ideas, and challenge outmoded ways of working

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you should be able to:

Knowledge and understanding:

- Show knowledge and critical understanding of the principles of research design and statistics
- Critically appraise the nature of health and social long term care provision and
further develop your role as an advanced health, social work and social care practitioner

• Critically apply theory, evidence and personal experience to promote more effective and compassionate care and support to people experiencing poor long term health
• Demonstrate an in-depth understanding of the physical, mental and social well-being needs of people with long term conditions across the life course (including those with dementia)
• Discuss the importance of user and carer engagement, self-management and use of technology based assistive devices in health and social care, when working with people with long term conditions
• Explain ethical issues around ensuring safe and effective care, whilst positively taking risk.
• Evaluate the advantages and disadvantages of different forms of tele-assistive devices for individuals with particular health and social care needs.
• Show learning from a wide range of experts in both theory and practice

Skills:

• Develop research designs appropriate to research questions/hypotheses, and select and implement appropriate methods for analyses of data and dissemination of findings
• Undertake either an empirical research investigation or a systematic literature review of the literature
• Demonstrate self-awareness with regard to own leadership style and describe how best to ensure transformational change at the individual and organisational level in long term care
• Deal with complex issues both systematically and creatively, make informed judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.
• Critique the evidence for best practice in long term care and the management of long term conditions across the life course and articulate implications for practice development and innovation
• Advance health and social care for people with long term conditions by contributing to the debate on the nature of appropriate care and the boundaries of health, social work and social care practice
• Demonstrate how to apply assessment skills in monitoring the physical, mental and social well-being needs of people with long term conditions (including those with dementia), and suggest how to respond with appropriate therapeutic interventions.
• Develop and evaluate effective self-management strategies and rethink principles and practices of long term care.
• Demonstrate the ability to continually monitor standards of safe and effective care, whilst encouraging positive risk taking
• Demonstrate analytic skills in discussing the impact of tele-care, tele-health and tele-medicine on existing services
• Demonstrate an ability to manage your own levels of stress in a way that promotes your welfare, and enhances the quality of your academic and clinical work.
• Demonstrate written and verbal communication skills appropriate to Masters Level.
• Demonstrate self-direction and originality in tackling and solving problems, and
act autonomously in planning and implementing tasks at a professional or equivalent level.

- Extend your qualities and transferable skills necessary for employment requiring the ability to exercise initiative and personal responsibility, decision making in complex and unpredictable situations, and the independent learning ability required for continuing personal and professional development.

Values and attitudes:

- Demonstrate an understanding of the importance of complying with ethics requirements for conduct of research with human participants
- Provide value free and non-discriminatory advice for colleagues, service users and their carers that is appropriate to the management of long term conditions across the life course.
- Show an insight into and respect for the experience of service users (including those with dementia), their relatives and other health, social work and social care providers and participants in research
- Show insight into the importance of positively managing risk, when working in a range of health, social work and social care environments, to ensure compassionate care
- Construct and manage a personal and professional development plan which reflects a commitment to lifelong learning

Registration Period

The normal period of registration for this programme is one year's taught programme for full time students (plus up to one year for dissertation) or two years' taught programme for part time students (plus up to one year for dissertation).

The maximum period of registration for this programme is 5 years.

HOW WILL I LEARN?

Time commitments

Full-time: one year (two days a week) for taught modules, plus up to one year for dissertation.
Part-time: two years (one day a week) for taught modules, plus up to one year for dissertation.

You are expected to carry out learning while based in a current work context.

A blended approach to learning and teaching is adopted including university-based taught modules; e-learning and work-based learning. Modules are run by experienced practitioners and leading researchers, using a variety of direct and interactive teaching methods. You will learn in large and small multi-professional and multi-disciplinary groups and will be supported and encouraged to participate in independent learning.
You will experience a range of teaching, learning and assessment strategies throughout the programme aimed at developing and assessing different knowledge, skills and attitudes. Lectures are used to provide knowledge about topics. You will be encouraged to learn knowledge and skills to enable you to work inter-professionally. The range of teaching methods include: lectures; self-directed study; tutorials; action learning sets, class-based seminars; reflective study; enquiry based learning; workshops; individual and collaborative activity and presentations.

There will be extensive use of the University’s Virtual Learning Platform – Moodle for a more interactive learning experience.

At Masters level these strategies are aimed at developing your ability to challenge current limits of theory and research and creatively use solutions to solve problems. You will engage in full professional and academic communication, critically debating and evaluating personal performance and that of others.

The university provides a rich a varied learning environment, and as a Masters student you are expected to fully avail yourself of all the opportunities, and to work in a manner conducive to your own learning style and professional ambitions.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessment and Assessment Criteria
Assessments are varied to meet the practice and academic challenges of a Masters level course, while recognising the need for motivating, realistic and relevant activity. The means of assessment will be influenced by the focus and learning outcomes of the modules. Assessment strategies include coursework, examinations, portfolios, minilabs, case studies, reports, seminar presentations, skills schedules and objective structured clinical examinations (OSCEs). You may be expected to take part in formative assessment activities during the modules in addition to the summative assessments for each module.

Assessment Criteria are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of work can be measured. Grade- Related Criteria are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These will be provided on the virtual learning environment or attached to a specific assessment task.

Feedback on assessment
Feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional grade or mark. For end of module examinations or an equivalent significant task (e.g. an end of module project), feedback will normally be provided within four weeks. The
timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at: https://www.city.ac.uk/__data/assets/pdf_file/0008/68921/assessment_and_feedback_policy.pdf

Assessment Regulations
In order to pass your Programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits. You also need to pass each Part of your Programme in order to progress to the following Part.

The Pass mark for each module is 50%. Where the module requires more than one assessment, the contribution of each to the final mark is stated in the module specification.

Resit: If you fail an assessment component or a module, you will normally be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you shall be awarded the credit for that module. The mark used for the purpose of calculation towards your Award shall be calculated from the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.

If you do not satisfy your resit by the date specified you will not progress and the Assessment Board shall require that you withdraw from the Programme.

If you fail to meet the requirements for the Programme, but satisfy the requirements for a lower-level Award, then a lower qualification may be awarded as per the table below. If you fail to meet the requirements for the Programme and are not eligible for the award of a lower level qualification, the Assessment Board shall require that you withdraw from the Programme.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at: http://www.city.ac.uk/__data/assets/word_doc/0003/69249/s19.doc

<table>
<thead>
<tr>
<th>WHAT AWARD CAN I GET?</th>
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</thead>
<tbody>
<tr>
<td>Master’s Degree:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>HE Level</td>
</tr>
<tr>
<td>Taught</td>
</tr>
<tr>
<td>Dissertation</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Postgraduate Diploma:

<table>
<thead>
<tr>
<th>HE Level</th>
<th>Credits</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught</td>
<td>7</td>
<td>120</td>
</tr>
</tbody>
</table>

Class | % required
---|-----
With Distinction | 70
With Merit | 60
With Pass | 50

Postgraduate Certificate:

To exit with a Postgraduate Certificate in Health and Social Care, you will be required to successfully achieve any 60 credits from the range of core and optional elective modules.

To exit with a Postgraduate Certificate in Long Term Conditions and Long Term Care you will be required to complete three discipline specific core modules and any other 15-credit module from the range of core and optional elective modules.

Your Programme Director will advise you in your choice of modules.

<table>
<thead>
<tr>
<th>HE Level</th>
<th>Credits</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

Class | % required
---|-----
With Distinction | 70
With Merit | 60
With Pass | 50

**WHAT WILL I STUDY?**

**Taught Component**

You will study two core modules, and four discipline-specific core modules and one elective module. If you are part-time, you take two modules per term over two years. If you are full-time, you take four modules per term over one year.

This list is not binding, as new modules become available from time to time and will be offered if they are appropriate. Similarly, some modules may become obsolete, and will be withdrawn. Some modules are only run every second year so it is important to make your module choice in advance and in close consultation with your programme director. If an elective module has less than a certain number of registered students (typically around 10) it may not run, or may only be offered every second year so please check with your programme director. You will find your core, discipline-specific and some elective modules listed in the table below. You can see a full list of possible elective modules from the range of MSc programmes offered in the School of Health Sciences at [www.city.ac.uk/health/courses](http://www.city.ac.uk/health/courses). If you wish to take an elective module that is not listed below, please do so in consultation with your programme director.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Type</th>
<th>Core</th>
<th>Elective</th>
<th>No</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to research methods and applied data analysis</td>
<td>HRM001</td>
<td>Core</td>
<td>No</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Critical approaches to advanced practice</td>
<td>APM001</td>
<td>Core</td>
<td>No</td>
<td></td>
<td>7</td>
<td></td>
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<tr>
<td>Balancing risk and safety</td>
<td>APM014</td>
<td>Discipline-specific core</td>
<td>No</td>
<td></td>
<td>7</td>
<td></td>
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<tr>
<td>Facilitating self-management</td>
<td>APM015</td>
<td>Discipline-specific core</td>
<td>No</td>
<td></td>
<td>7</td>
<td></td>
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<tr>
<td>Promoting physical, mental and social well-being</td>
<td>APM016</td>
<td>Discipline-specific core</td>
<td>No</td>
<td></td>
<td>7</td>
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<tr>
<td>Engaging technology</td>
<td>APM017</td>
<td>Discipline-specific core</td>
<td>No</td>
<td></td>
<td>7</td>
<td></td>
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<tr>
<td>Evidence based dementia care</td>
<td>APM007</td>
<td>Elective*</td>
<td>No</td>
<td></td>
<td>7</td>
<td></td>
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<tr>
<td>Making a difference: research and development in care for older people</td>
<td>APM018</td>
<td>Elective*</td>
<td>No</td>
<td></td>
<td>7</td>
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<tr>
<td>Dysphagia and disorders of eating and drinking</td>
<td>HCM007</td>
<td>Elective</td>
<td>No</td>
<td></td>
<td>7</td>
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<tr>
<td>Health promotion</td>
<td>NMM709</td>
<td>Elective</td>
<td>No</td>
<td></td>
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<tr>
<td>Health and society</td>
<td>HPM002</td>
<td>Elective</td>
<td>No</td>
<td></td>
<td>7</td>
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<tr>
<td>Leadership in health management</td>
<td>HMM022</td>
<td>Elective</td>
<td>No</td>
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<tr>
<td>Medicines management</td>
<td>NMM024</td>
<td>Elective</td>
<td>No</td>
<td></td>
<td>7</td>
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<tr>
<td>Psychology at work</td>
<td>NMM049</td>
<td>Elective</td>
<td>No</td>
<td></td>
<td>7</td>
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<tr>
<td>Psychology for health and social care</td>
<td>APM003</td>
<td>Elective</td>
<td>No</td>
<td></td>
<td>7</td>
<td></td>
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<tr>
<td>Quality management and action evaluation</td>
<td>HMM006</td>
<td>Elective</td>
<td>No</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Work-based projects</td>
<td>CHM001</td>
<td>Elective</td>
<td>No</td>
<td></td>
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</table>

*In consultation with the Programme Director, those students working with older people will be actively encouraged to select the ‘Evidence based dementia care’ or ‘Making a difference: Research and Development in Care for Older People’ module for their elective*.

You may begin carrying out your dissertation during the year but you are only able to submit it once you have completed all the taught modules successfully.
Dissertation Component

The dissertation is a core module for completion of the MSc. See the dissertation module and dissertation handbook for more information.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>SITS Code</th>
<th>Module Credits</th>
<th>Core/Discipline specific/Elective</th>
<th>Compensation Yes/No</th>
<th>Level</th>
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<tbody>
<tr>
<td>Dissertation</td>
<td>APM002</td>
<td>60</td>
<td>Core</td>
<td>No</td>
<td>7</td>
</tr>
</tbody>
</table>

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

N/A

WILL I GET ANY PROFESSIONAL RECOGNITION?

No

TO WHAT KIND OF CAREER MIGHT I GO ON?

This programme can lead to posts in nurse management, other health or social care management, student support, and as clinical, health or social care specialists.

If you would like more information on the Careers support available at City, please go to: http://www.city.ac.uk/careers/for-students-and-recent-graduates.

WHAT STUDY ABROAD OPTIONS ARE AVAILABLE?

This programme does not currently offer the opportunity to study overseas.

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

This programme does not require clinical placements. Part time students usually continue in employment whilst studying at City University.

WILL I GET ANY PROFESSIONAL RECOGNITION?

N/A

HOW DO I ENTER THE PROGRAMME?

All entrants to the Programme must be in possession of a relevant first degree.

The normal entry requirements are:
- A first degree (2:2 class or above) or equivalent, in a relevant subject from an approved institution of higher education. Exceptional applicants without a first degree will be considered, but will usually be interviewed and required to undertake a module in biological sciences. This module needs to be passed.

- A current professional registration with a relevant professional/statutory body or equivalent
- At least one year's relevant clinical experience as a health or social care practitioner.
- A satisfactory academic reference and a satisfactory clinical reference.

Applicants will be able to bring to the programme recent studies of relevant material (up to 45 credits) taken elsewhere. In discussion with the Programme Director, they may then be exempted from one to three modules.

For students whose first language is not English, the following qualifications will meet the English language requirement for entry to a postgraduate course of study:

- A first degree from a UK university
- A first degree from an overseas institution recognised by the University as providing adequate evidence of proficiency in the English language, for example, from institutions in Australia, Canada or the USA
- International English Language Testing Service (IELTS) a score of 7.0 is required, with no subtest scoring below 6.5.
- Pearson Test of English (Academic) score 72 required
- Other evidence of proficiency in the English language, which satisfies the board of studies concerned.

APL/AP(E)L Requirements

In line with Senate Regulation 19, accreditation of prior learning (APL) will be considered for any student who has pursued appropriate studies in this or another institution or who possesses appropriate qualifications. APL may be claimed for core and elective modules, subject to the following University Assessment Regulations:

9(c)(ii): APL will be permitted where the Programme Committee has assessed the claim in terms of acceptability, sufficiency, authenticity, currency and level and can demonstrate that the student’s previously assessed or experiential learning meets all the learning outcomes stated in the Module Specification for the module for which they are to be awarded credit.

9(e)(iii): The volume of credit permissible via APL will normally be no more than one quarter of the total credit for the programme.