

## **BSc (Hons) in Advanced Professional Practice**

### **For students entering in 2006**

Awarding Institution	<b>The University of Reading</b>
Teaching Institution	<b>The University of Reading</b>
Relevant QAA subject benchmarking group(s):	<b>Nursing and Health Visiting</b>
Faculty	<b>Economics and Social Science</b>
Programme length	<b>2-4 academic years</b>
Programme Director:	<b>Sue Topper</b>
Board of Studies	<b>BSc/PGDip Advanced Professional Practice</b>
Accreditation:	<b>Modules will be validated by the Nursing and Midwifery Council (NMC) as appropriate</b>

### **Summary of Programme Aims**

This programme is intended to develop informed and critical practitioners who are effective in their own field of advanced nursing practice.

Continuing personal and professional development will be promoted to enable students to attain higher-level skills and knowledge required for the provision of quality care of individuals, families and communities.

As potential leaders in professional practice, students will be provided with the knowledge and skills to enable them to initiate change and respond to a community and user/carer led nursing service (DOH 2004).

Recent documentation focuses on three core functions in primary care which are first contact care, continuing care and public health (DoH, 2002) in order to provide “the right care, in the right place at the right time” (DoH, 2002, p34).

### **Transferable skills**

Students will be registered nurses who will have a wide range of skills and learning needs that will be individually identified and further developed to a higher level. These will include interpersonal, communication, presentation, leadership, collaborative working, educational and research skills, reflection in practice and critical analysis. Throughout the course it is expected that students will be able to transfer these skills to their practice setting. They will also have the opportunity to further extend their role in relation to the autonomous assessment, diagnosis and treatment of specific conditions without reference to a medical practitioner. .

The NHS Information for Health Strategy (NHSE 1998) recognised the need to educate nurses in the competent use of these systems and addressed the educational requirements through the document Learning to Manage Health Information (NHSIA 1999).

## Programme Content

It is proposed that this programme will encompass shared core modules, and existing well-evaluated short courses, which have a clinical focus. It is designed to provide a framework, which will enable the addition of new modules in response to local need. Students must take modules giving a total of 120 credits.

### *Compulsory Modules*

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Level</b>
HC3C26	Policy and Practice in Health and Social Care	20	H
HC3C27	Research	20	H

### *Module Options*

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Level</b>
HC3C24	Leadership in Health and Social Care	20	H
HC3C35	Introduction to Modern Public Health	20	H
HC3K	Management of Minor illness	40	H
HC3M	Extended and Supplementary Prescribing	40	H
HC3R1	Leadership in Health Care (Practice based)	20	H
HC3R2	Teamwork and Communication (Practice based)	20	H
HC3R3	Advancing Practice (Practice based)	20	H
HC3R4	Teaching Learning and Assessing in Practice	20	H
HC3P	Sexual Health and Family Planning	40	H
HC3CM1	Management of Long-term Conditions	20	H
HC3CM2	Care of Older People	20	H

## Summary of Teaching and Assessment

As students will come from a wide range of professional experience, they will be supported in reflecting on experience, identifying individual learning needs and demonstrating evidence of achievement of competencies.

Students will be supported in practice according to the module or short course they will be undertaking which may include a mentor, a medical practitioner, or a specialist nurse.

A wide range of teaching methods will be employed. These will include work based learning, guided discussion, lecture discussion and tutorials, debate, discussion groups, seminars, web based learning, problem and enquiry based learning, workshops, simulation and role play.

A range of assessments includes: essays, reports, literature searches, presentations, Objective Structured Clinical Examination (OSCE), written examination, reflective accounts and the compilation of a professional learning portfolio. Full details of assessments are given in module specifications.

## **Admission Requirements**

Students will be registered nurses, with at least two years post-registration experience. This part time Programme will be available to NMC registered nurses and midwives. They are also required to provide evidence of appropriate prior education and professional study (normally 120 at certificate and 120 at diploma credits at diploma level). The satisfaction of these requirements shall equate to completion of certificate and diploma level of a first Bachelors Honours Degree in the Faculty of Economics and Social Science. Students will therefore be admitted to the third year at Honours level.

## **Support for Students and their Learning**

Student learning is supported by IT services that has several hundred computers, and by the library that across its three sites holds over a million volumes and subscribes to around 4,000 current periodicals. The library also has a range of electronic sources of information and houses the Student Access to Independent Learning ([S@IL](#)), computer-based teaching and learning facilities. A range of appropriate professional journals is available at the Bulmershe Library. There is also a special arrangement with several local NHS Trust's libraries, which are accessible to students with specialist interests.

“Blackboard” is managed learning environment, which offers a web based learning resource. This will be utilised to support learning on a variety of modules and promote support and communication between students, mentors and university staff.

Student guidance and welfare support is provided by personal tutors, , the counselling service the special needs adviser, study skills adviser, hall wardens, Students' Union and the careers advisory service

## **Career Prospects**

Local NHS Primary Care Trusts normally fund students who have in the past undertaken short courses and it is anticipated that they will value this programme which will meet the needs of the new General medical services contract (2004) Their career prospects are therefore excellent.

## **Opportunity for Study abroad**

It is not appropriate for these students to study abroad.

## **Educational aims of the programme**

This programme is intended to develop informed and critical practitioners who are effective in their own field of advanced nursing practice. Continuing personal and professional development will be promoted to enable students to attain higher-level skills and knowledge required for the provision of quality care of individuals, families and communities. As potential leaders in their field, students will be provided with the knowledge and skills to enable them to initiate change and respond to an evidence based and patient led nursing service.

They will be required to comply with the government agenda and Healthcare Commission targets (2004). <http://www.healthcarecommission.org.uk>

### **Career Management Skills for Undergraduates**

Although students undertaking this programme are experienced health care practitioners, they are required to develop an awareness of their own career development through the Professional, Academic and Leadership Development Portfolio. In the Personal and Academic Record section of the portfolio, there is the opportunity to map their personal and career development within the template provided by the University of Reading Careers Advisory Service.

## Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. Theories underpinning leadership, change management and quality improvement strategies within health and social care agencies as appropriate.</li><li>2. Theory and practice of public health including the process of assessing and addressing population health needs within an inequitable society as appropriate</li><li>3. Different approaches to the research process in general and the application of research within their own field of primary and public health care.</li><li>4. Current policy documents relevant to practice, this includes knowledge of governance issues, commissioning processes and finance management</li><li>5. Collaborative working with colleagues from appropriate agencies, and explicit involvement of users and carers in developing policy and services.</li><li>6. Educational theory as applied to adult teaching and learning within the practice environment as appropriate</li><li>7. Where appropriate, a knowledge of pharmacology, diagnostics, and legal and ethical issues related to the prescription, supply and administration of medicines</li><li>8. Legal and ethical issues that arise in community nursing and public health practice</li></ol>	<p><b>Teaching/Learning Methods and strategies</b></p> <p>The knowledge required is delineated through formal lectures, guided reading, problem based and blended learning, open learning, web-based learning, student led seminars and group discussion. All theoretical knowledge is related to advanced professional practice through the use of theory /practice linking and discussion with personal tutors in college, and mentors and supervisors in the practicum.</p> <p><b>Assessment</b></p> <p>Knowledge is tested through a combination of formative and summative assessment. This includes essays, examination, seminars, a dissertation and Objective Structured Clinical Examination (OSCE) and portfolio development</p>
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### ***Skills and other attributes***

<p><b>B. Intellectual skills – able to:</b></p> <ol style="list-style-type: none"><li>1. Identify personal qualities and demonstrate leadership potential.</li><li>2. Demonstrate analysis of epidemiological data and evaluation of evidence based practice.</li><li>3. Select, critically appraise and evaluate sources of evidence within their own field of practice.</li><li>4. Appraise health and social policies and recommend changes to improve health and well being within practice populations.</li><li>5. Recognise the value of working in partnership with users and carers, colleagues and others to promote collaborative working</li><li>6. Implement and critically evaluate educational theory to enable learning as appropriate</li><li>7. Assess, diagnose and make appropriate prescribing decisions</li><li>8. Demonstrate the ability, through reflection, to formulate and achieve personal and professional learning outcomes</li><li>9. Comply with the Knowledge and Skills Framework (NHS 2003), and, when available, the Advanced Nursing proficiencies under consideration by the Nursing and Midwifery Council (2004)</li><li>10. Students will be given the opportunity to ‘to exercise higher level of judgment, discretion and decision-making in clinical care’ (UKCC 2001)</li></ol>	<p><b>Teaching/Learning methods and strategies</b></p> <p>The skills will be developed through formal lectures, guided reading, problem based and blended learning, open learning, web-based learning, student led seminars and group discussion.</p> <p>It is expected that these skills will be learned through guided discussion, both in the classroom and in practise through the process of reflection and contract learning.</p> <p><b>Assessment</b></p> <p>These outcomes will be assessed through course work and the practice portfolio, which includes a student, centred learning contract and reflective journal. Where appropriate outcomes will be assessed through examination.</p>
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<p><b>C. Clinical and Practical skills – able to:</b></p> <p>Achieve the required competencies related to the appropriate short course or module specifications. See appendix</p>	<p><b>Teaching/Learning methods and strategies</b></p> <p>These practical skills will be learned in the classroom and reinforced within practice placements. Students’ identified and professional learning outcomes will be facilitated and assessed within a practice portfolio by approved mentors , supervisors and personal tutors</p> <p><b>Assessment</b></p> <p>These outcomes will be assessed through course work, Objective Structured Clinical Examination (OSCE) and portfolio development , which includes a reflective journal and student centred learning contract.</p>
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<p><b>D. Transferable skills – able to:</b></p> <ul style="list-style-type: none"> <li>Advanced clinical skills</li> <li>Computer skills</li> <li>Advanced interpersonal and written communication skills</li> <li>Presentation and teaching skills</li> <li>Team working skills</li> <li>Information management skills</li> <li>Effective problem solving skills</li> <li>Effective time management</li> <li>Career management skills</li> </ul>	<p><b>Teaching/Learning methods and strategies</b></p> <p>All of these skills will be an integral part of the taught programme to include the teaching methods indicated above in AB&amp;C</p> <p><b>Assessment</b></p> <p>It is expected that these skills will be demonstrated as part of the assessment indicated above both in the college setting and in practice</p>
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**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**