

## **MSc/PGDip in Advanced Professional Practice**

### **For students entering in 2007**

Awarding Institution	<b>The University of Reading</b>
Teaching Institution	<b>School of Health and Social Care</b>
Faculty	<b>Economic and Social Sciences</b>
Programme length	<b>2-4 academic years</b>
Programme Director:	<b>Linda Chapman</b>
Board of Studies	<b>MSc/PGDip Advanced Professional Practice</b>
Accreditation:	<b>Some modules will be validated by the Nursing and Midwifery Council (NMC)</b>

### **Summary of Programme Aims**

This programme is intended to develop proactive 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 synthesise new knowledge to enhance the provision of quality care of individuals, families and communities.

This post graduate programme is designed to develop autonomous practitioners to an advanced level. As leaders in professional practice, students will be facilitated with the knowledge and skills to explore the application of advanced knowledge and skills across the inter-professional interface. This will effectively enable them to initiate change and respond creatively 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 graduate registered nurses who will have a wide range of skills and higher level learning needs that will be individually identified and further developed. These will include interpersonal, communication, presentation, leadership, collaborative working, educational and research skills, reflection in practice and critical analysis and synthesis.

Throughout the programme it is expected that students will be able to transfer these skills to their practice setting. They will also have the opportunity to synthesise new knowledge and 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

This is a postgraduate programme in Advanced Professional Practice. 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. There are two compulsory modules; students are required to study modules giving a total of 180 credits.

### *Compulsory Modules*

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Level</b>
HCMS02	Policy and Practice in Health and Social Care	20	M
HCMS01	Research	20	M

### *Module Options*

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Level</b>
HCMS03	Leadership in Health and Social Care	20	M
HCMS04	Introduction to Modern Public Health	20	M
HCMK	Management of Minor illness	40	M
HC3M	Extended and Supplementary Prescribing	40	H
HCMP	Sexual Health and Family Planning	40	M
HCMR1	Leadership in Health Care	20	M
HCMR2	Teamwork and Communication	20	M
HCMR3	Advancing Practice	20	M
HCMR4	Teaching Learning and Assessing in Practice	20	M
HCMCM1	Management of Long Term Conditions	20	M
HCMS07	Care of Older People	20	M
HCML10	Dissertation Module	60	M

Additional optional Modules from other Departments and Schools within the University of Reading may be available

## 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 normally 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 who will be working at masters or degree level.

A wide range of teaching methods will be employed. These will include work-based learning, learning contracts, 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. All are also required to provide evidence of appropriate prior education and professional study. 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 also normally have a degree in a nursing related discipline.

### **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, and 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 and it is expected that these students will be prepared to move on to research or consultancy.

### **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 research skills combined with knowledge required for the provision of innovative quality care of individuals, families and communities. As leaders in their field, students will be expected to adapt their knowledge and skills to enable them to initiate change and to creatively 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>

## 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, and strategically planning for projected population health needs within an inequitable society as appropriate</li><li>3. Research methods, approaches, and processes in general, in order to apply this knowledge and the application of research within their own field of practice</li><li>4. Current policy documents relevant to practice, including knowledge of governance issues, related to the research process, commissioning processes and finance management</li><li>5. Processes involved in collaborative working, and with explicit consideration of users and carer perspectives in monitoring in developing policy and services.</li><li>6. Educational theory and their implementation in adult teaching and learning for patients, users and</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. The legal and ethical dilemmas that confront health care practitioners</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</b> – able to:</p> <ol style="list-style-type: none"> <li>1. Identify personal qualities and demonstrate leadership potential in self and others.</li> <li>2. Demonstrate analysis and application of epidemiological data and critically evaluate 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 from a strategic perspective.</li> <li>5 Initiate partnership with users and carers, colleagues and others to promote collaborative working</li> <li>6. Critically evaluate and implement and educational theory to enable learning to facilitate lifelong learning development with clients and colleagues as appropriate</li> <li>7. Demonstrate the ability to assess, diagnose and make appropriate prescribing decisions</li> <li>8. Formulate and achieve personal and professional learning outcomes through the process of reflection.</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. Exercise higher level of judgement, 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>  Achieve the required competencies related to the appropriate short course or module specifications.  See appendix</p>	<p><b>Teaching/Learning methods and strategies</b>  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>  These outcomes will be assessed through course work, learning contracts, 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>  Advanced clinical skills  Computer skills  Advanced interpersonal and written communication skills  Presentation and teaching skills  Team working skills  Information management skills  Effective problem solving skills  Effective time management  Career management skills</p> <p>Critically review current research  Undertake original research as appropriate</p>	<p><b>Teaching/Learning methods and strategies</b>  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>  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> <p>Undertake research module and the option to complete a Dissertation</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.**