

MSc/Postgraduate Diploma in Advanced Professional Practice For students entering in 2008

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Faculty:	Social Sciences
Programme length:	Up to 60 months
Date of specification:	September 2008
Programme Director:	Linda Chapman
Board of Studies:	MSc/PGDip Advanced Professional Practice
Accreditation:	Some modules will be validated by the Nursing and Midwifery Council (NMC)

Summary of Programme Aims

The focus of the MSc in Advanced Professional Practice is professional practice and health and social care in a modular system, which enables students to pursue their personal and professional interests. Government policy has been clarified by the NHS Plan (DOH 2000), which specified a 10-year programme for investment and reform. It emphasises the Department of Health Chief Nursing Officer's 10 key roles for nurses. The NHS is changing rapidly and delivery systems need to complement the changes. For example, clinical governance provides a framework for benchmarking best practice; nurses are required to make increasingly complex and autonomous clinical decisions.

The MSc in Advanced Professional Practice programme is intended to develop informed and critical practitioners who are effective in their own field of advanced nursing practice. It aims to prepare practitioners for the expanding clinical roles within health and social care. The content of this programmes therefore addresses a wide range of professional and health and social care issues, which are of interest and concern to practising nurses. It provides a wide range of accredited modules to facilitate individualised learning and equip practitioners to play a key role in leading and influencing change within practice.

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 may 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.

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

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

Module Options

<i>Module Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
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	Independent and Supplementary Prescribing	40	H
HCMPSH	Developing an awareness of sexual health	20	M
HCMPCR	Developing skills in contraception & reproductive sexual health care	20	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
HCMC37	Accreditation of Learning and Experience	20	M
HCMC36	Accreditation of Learning and Experience	10	M
HCMC38	Accreditation of L&E -chronic skin disease	10	M
HCMC39	Accreditation of L&E -chronic skin disease	20	M
HCMC40	Accreditation of L&E -Diabetes	10	M
HCMC41	Accreditation of L&E -Diabetes	20	M

NB The optional Modules offered by the Department may differ from year to year. Additional optional Modules from other Departments and Schools within the University of Reading may be considered and contribute to the programme.

Part-time/Modular arrangements

Students must complete the compulsory modules and any of the above optional modules, or other relevant modules within the University. The modules can be taken in any order. Assessment takes place within each module. No more than 60 credits may be taken at degree level or APELed in to the programme.

Progression requirements

For students undertaking the dissertation, they must be given permission to proceed and the dissertation must complete this within 2 full Terms of commencement.

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.

For this programme the principle for working out the classification includes calculating the mean average of all the graded modules completed at masters level. If the marked modules exceed 180 credits then the best marks contributing to 180 accordingly will be chosen. Credits from other Universities will not be included in any of the calculations but will be graded as a pass/fail i.e. the mean average will be calculated on modules taken at the University of Reading only.

Mark Interpretation

70 – 100% Distinction

60 – 69% Merit

50 – 59% Good standard (Pass)

Failing categories

40 – 49% Work below threshold standard

0 – 39% Unsatisfactory Work

For Masters Degrees (180 credits)

To pass the MSc students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation and a mark of 50 or more in modules that contribute to a professional award as well as an academic award. In modules leading to professional awards the student must have no marks below 40. This is to meet the requirements of the Nursing and Midwifery Council (NMC), and includes all modules such as those that relate to becoming a Mentor, Practice Educator and Specialist practice awards. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For PG Diplomas (120 credits)

To pass the Postgraduate Diploma students must gain an average mark of 50 or more overall including a mark of 50 or more in modules that contribute to a professional award as well as an academic award. In modules leading to professional awards the student must have no marks below 40. This is to meet the requirements of the Nursing and Midwifery Council (NMC), and includes all modules such as those that relate to becoming a Mentor, Practice Educator and Specialist practice awards. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

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 Social Sciences. Students will also normally have a degree in a nursing related discipline.

Admissions Tutor: Linda Chapman

Support for Students and their Learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors and the Students' Union.

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.

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.

Opportunities for Study abroad or for placements

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>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. Theories underpinning leadership, change management and quality improvement strategies within health and social care agencies as appropriate.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 appropriate3. Research methods, approaches, and processes in general, in order to apply this knowledge and the application of research within their own field of practice4. Current policy documents relevant to practice, including knowledge of governance issues, related to the research process, commissioning processes and finance management5. Processes involved in collaborative working, and with explicit consideration of users and carer perspectives in monitoring in developing policy and services.6. Educational theory and their implementation in adult teaching and learning for patients, users and7. Where appropriate, a knowledge of pharmacology, diagnostics, and legal and ethical issues related to the prescription, supply and administration of medicines8. The legal and ethical dilemmas that confront health care practitioners	<p>Teaching/Learning Methods and strategies</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><i>Assessment</i></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. Intellectual skills – able to:</p> <ol style="list-style-type: none">1. Identify personal qualities and demonstrate leadership potential in self and others.2. Demonstrate analysis and application of epidemiological data and critically evaluate evidence-based practice.3. Select, critically appraise and evaluate sources of evidence within their own field of practice.4. Appraise health and social policies and recommend changes to improve health and well being within practice populations from a strategic perspective.5 Initiate partnership with users and carers, colleagues and others to promote collaborative working6. Critically evaluate and implement and educational theory to enable learning to facilitate lifelong learning development with clients and colleagues as appropriate7. Demonstrate the ability to assess, diagnose and make appropriate prescribing decisions8. Formulate and achieve personal and professional learning outcomes through the process of reflection.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)10. Exercise higher level of judgement, discretion and decision-making in clinical care' (UKCC 2001)	<p>Teaching/Learning methods and strategies</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><i>Assessment</i></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>C. Clinical and Practical skills – able to: Achieve the required competencies related to the appropriate short course or module specifications. See appendix</p>	<p>Teaching/Learning methods and strategies 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><i>Assessment</i> 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>D. Transferable skills – able to: 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>Teaching/Learning methods and strategies All of these skills will be an integral part of the taught programme to include the teaching methods indicated above in AB&C</p> <p><i>Assessment</i> 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.