

MODULE SPECIFICATION

Module Title:	Negotiated Module in Advancing Clinical Practice	Level:	7	Credit Value:	20
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Module code:	NHS726	New Existing X	Code of module being replaced:	NA
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Cost Centre:	GANG	<u>JACS3</u> code:	B700
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Trimester(s) in which to be offered:	1,2&3	With effect from:	September 16
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School:	Social and Life Sciences	Module Leader:	Joanne Pike (Advanced Clinical Practice)
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Scheduled learning and teaching hours	10 hrs
Guided independent study	Up to 130 hrs
Placement	Up to 60 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Advanced Clinical Practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
NA

Office use only

Initial approval August 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims

This module aims to enable students to negotiate learning at an advanced level which is relevant to their personal or professional development or to employer requirements within their field of Advanced Clinical practice. The essence of the module is to enable students to evaluate theories, research and concepts studied and synthesise strategies and/or solutions for practice.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Evaluate theories, research and scholarship from the study of clinical practice	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Evaluate arguments, assumptions and concepts relevant to the chosen area of study and synthesise questions in order to frame solutions to problems encountered	KS1	KS3
		KS4	KS5
		KS7	KS9/10
3	Demonstrate the ability to assess, analyse and plan clinical or management situations, taking into account the views of stakeholders, theoretical concepts, research evidence, legislation and organisational policies and procedures	KS1	KS2
		KS3	KS4
		KS6	KS9
4	Competently assess clinical or management situations based on a systematic understanding of theories and principles of clinical practice and plan appropriate action	KS1	KS2
		KS3	KS6
		KS7	KS9
5	Evaluate the outcomes of clinical or management decisions and policy implementation	KS1	KS2
		KS3	KS5
		KS9	KS10

Transferable/key skills and other attributes

- Exercise initiative
- Demonstrate competency in word processing and the presentation of data
- Demonstrate competency in the use of libraries, databases and the internet as sources of information
- Demonstrate advanced written communication skills

Derogations

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

Assessment: Please give details of indicative assessment tasks below.

The assessment for the module, which will be the equivalent of 4,500 words, will be negotiated with the student. Assessments may take the form of a portfolio, presentation, project, case study and written reflections or any combination thereof. For example, a student may negotiate to present a portfolio containing some written work (critical reflections, case study) and other evidence that he/she has met the module outcomes *or* a student may negotiate to develop a project to audit the care given to a group of patients with a view to assessing its efficacy, situating the current provision against the strategic intent of the Trust/LHB and current political drivers. The student would then present the project.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Negotiated Learning Contract	100%		4,500

Learning and Teaching Strategies:

Learning and Teaching Strategies: Negotiated learning will be offered at both the individual and the group level; the learning contract provides the means of supporting negotiated learning. **A learning contract** is used to address the diverse learning needs of different students, or groups of students, and is designed to suit a variety of purposes both in theoretical and practice-based learning. From the outset, the student is enabled to identify his or her learning needs and to develop learning objectives and strategies consistent with those needs. The learning contract is essentially an agreement negotiated between the student, and lecturer and on occasion a practice mentor, to ensure that certain activities will be undertaken in order to achieve a learning goal and that specific evidence will be produced to demonstrate that goal has been reached. At the group level, a learning package specification and timetable are developed with the students and /or commissioner to meet learning needs. At both levels learning strategies agreed will be an appropriate combination of the following: directed and self-directed reading, on-line materials, observations and work-based learning, lectures and group or individual tutorials and discussions

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<p>Syllabus outline:</p> <p>Negotiated within the general area of advanced clinical practice. For example, practitioners who have undertaken a short course in coronary heart disease may choose to use materials from the course as a base for further learning to demonstrate the intellectual skills required for recognition of study at level 7.</p>
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<p>Bibliography:</p>
<p>Essential reading</p> <p>Denisco, S.M. and Barker, A.M. (2015) <i>Advanced practice nursing: Essential knowledge for the profession, 3rd Ed.</i> London: Jones and Bartlett</p> <p>Laycock, M and Stephenson, J (eds) (2013) <i>Using learning contracts in higher education.</i> London: Routledge</p> <p>Martin, V. (2010) <i>Leading change in health and social care.</i> London: Routledge</p>
<p>Other indicative reading</p> <p>Health Profession specific Topic specific</p>