

Module Title:	Advancing Clinical Practice	Level:	7	Credit Value:	20
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Module code:	NHS780	New <input checked="" type="checkbox"/> Existing	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	With effect from:	September 16
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School:	Social and Life Sciences	Module Leader:	Joanne Pike
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	To total 600 hrs over the whole 2 year course
Module duration (total hours)	200 hrs

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

- To enable development of the student as mentor, educator, researcher, leader and advanced clinician
- To promote reflective practice of the student in each of the four pillars of advanced practice, enabling critical examination of self in the context of wider professional issues

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	Critically examine their role and development as leaders and managers with reference to the characteristics described in the NLIAH Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales.	KS1	KS3
		KS4	KS6
		KS9	KS10
2	Critically evaluate knowledge and strategies used to facilitate learning and teaching, demonstrating their ability to address the characteristics of educators described within the NLIAH Framework.	KS1	KS3
		KS4	KS6
		KS9	KS10
3	Critically evaluate implemented strategies to ensure practice is evidenced based, demonstrating how the characteristics in the NLIAH Framework have been addressed.	KS1	KS2
		KS3	KS4
		KS5	KS10
4	Demonstrate the ability to assess and analyse a range of clinical situations and identify appropriate actions and developments within the practice context with reference to the NLIAH Framework.	KS2	KS3
		KS5	KS6
		KS8	KS9

Transferable/key skills and other attributes

- IT
- Use of a wide range of learning technologies used to support learning and assessing in practice.
- Communication
- Critically reflect on the effectiveness of communication processes used to enhance the mentor/ student relationship
- Managing own learning
- Critically reflect on taking responsibility for managing own and student learning experiences
- Working with others
- Interact effectively within a team/ professional group to recognise / support and be proactive in the development of the learning environment
- Problem Solving
- Engage in decision making to achieve solutions to complex problems in the mentoring role

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.

This module will be assessed by two tasks, both of which must be passed in order to pass the module.

The students are required to devise a poster to demonstrate their development as a mentor and/or leader in practice. The poster will detail a practice development demonstrating their ability to lead practice in any/all of the four pillars of practice

Within the portfolio, students will also self-assess against the four pillars of advanced practice and devise a learning strategy in partnership with a clinical mentor for their clinical hours. The clinical hours evidenced in this portfolio will total 600 (which will include any hours undertaken in previous modules within the programme). A written reflective account of their learning in each of the four pillars will be presented in order to evidence their self-assessed level of competence, while learning will be related to the learning outcomes for the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	4	Poster Presentation	40%	20 minutes	
2	1-4	Clinical Portfolio of evidence	60%		3,000-4,000

Learning and Teaching Strategies:

A variety of learning and teaching methods will be used and are designed to stimulate student enquiry and self-directed learning around the curriculum content. This includes classroom based strategies such as interactive lectures and discussions, seminars and workshops, tutorial sessions and problem-based / case-based learning supported by internet-based resources and use of the virtual learning environment *Moodle*. In clinical practice, an experiential strategy, including observation, guided practice and observed independent practice, will be used to meet the module outcomes.
In clinical practice an experiential strategy based on a negotiated learning contract between the student and his/her clinical mentor will be employed.

Syllabus outline:

- Exploration of the qualities and characteristics and the role of the mentor and educator within a multi-professional context
- Developing and maintaining a supportive environment for teaching, learning and assessment
- Leadership and professional development within the wider learning environment context
- Influence and Integration of evidence based practice
- Developing, facilitating and evaluating evidence-based teaching, learning and assessing in practice
- Leadership and management theories
- Change management, service improvement and innovation approaches
- Evidencing the four pillars of practice
- Constructing a poster presentation

Bibliography:

Essential reading

Cottrell, S. (2011) *Critical thinking skills: developing effective analysis and argument 2nd Ed* Basingstoke: Palgrave Macmillan

Garvey R., Stokes P., and Megginson D. (2014). *Coaching and mentoring: Theory and practice. 2nd Ed.* London: Sage.

Gopee, N. and Galloway, J. (2014) *Leadership and management in healthcare 2nd Ed* London: Sage

McSherry R., and Warr J. (2010). *Implementing excellence in your health care organisation: managing, leading and collaborating.* Buckingham: Open University Press.

National Leadership and Innovation Agency for Healthcare (2010) *NLIAH Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales.* Llanharan: NLIAH

National Leadership and Innovation Agency for Healthcare (2011) *Advanced Practice: The portfolio.* Llanharan: NLIAH

Other indicative reading

Bolton, G. (2014) *Reflective practice: writing and professional development 4th Ed* London: Sage

