



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Integrated Advanced Practice				
Module Code	UZTSVW-20-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Specialist Practice BSc (Hons) Professional Studies MSc Advanced Practice MSc Specialist Practice				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	Working in an Advanced Practice role or aspiring to do so.	
Valid From	September 2015		Valid to	September 2021	

CAP Approval Date	2 June 2015
--------------------------	-------------

Part 2: Learning and Teaching	
Learning Outcomes	<ol style="list-style-type: none"> 1. Outline the four pillars of advanced practice and debate their significance to practice. (Component A) 2. Discriminate between the legal and ethical framework of different health care roles within the NHS and the wider health community. (Component A) 3. Appraise the roles of non-medical prescriber supplementary prescribing and the use of Patient group directives. (Component A) 4. Analyse clinical risk management strategies, and assess their impact on patient safety and how this affects the role of the advanced practitioner. (Component A) 5. Critique advanced communication skills and interpret how these may impact on the advanced practice role. (Component A) 6. Breakdown safeguarding and working with vulnerable people policies to predict potential conflicts within the health care communities and patient groups. (Component A) 7. Evaluate complex and integrated care pathways and examine how they can enhance or hinder partnership working. (Component A)
Syllabus Outline	<p>The 4 pillars of advanced practice: clinical, research, leadership and education</p> <p>Legal and ethical aspects of advanced roles e.g. prescribing</p> <p>Clinical Risk management and patient safety</p> <p>Advanced communication skills</p> <p>Case studies e.g. People with Mental health needs and people with dementia</p>

	<p>Safeguarding and working with Vulnerable people</p> <p>Complex and integrated care pathways and partnership working.</p> <p>Collaborative working</p>
Contact Hours	A total of 48 hours in the form of seminars, lectures and online activities
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Lectures • Seminars • Action Learning • ICT based platforms • Case based approaches
Reading Strategy	<p>Core readings</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p> <p>All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills</p> <p>Students are expected to be able to identify and retrieve appropriate reading.. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on additional reading will be available via the module guide or Blackboard pages. Students are to use the Harvard referencing system in submitted work.</p> <p>McGee (2009) <i>Advanced Practice in Nursing and the Allied Health Professions 3rd Ed Wiley-Blackwell. Oxford</i></p> <p>Dimond B (2010) <i>legal aspects of Nursing 5th Ed. Pearson, West Sussex</i></p> <p>Nuttall & Rutt-Howard (2011) <i>The text-book of non-medical prescribing Wiley-Blackwell. Oxford</i></p> <p>Journals:</p> <ul style="list-style-type: none"> • Journal of Advanced Nursing • Health and Social Care in the Community • Practice Nurse Journal • Primary Health Care Journal • British Journal of Community Nursing

	<ul style="list-style-type: none"> Journal of Interprofessional Care British Journal of Social Work
Part 3: Assessment	
Assessment Strategy	The assignment consists of interactive assignment through an on-line wiki/discussion forum with a 1000 word supporting paper considering how the advanced practice role might enhance or impact on service delivery in a particular field of practice

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Interactive assignment with 1000 word supportive paper	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Interactive assignment with 1000 word supportive paper	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		