

**Course Specification**

<b>A. Course Information</b>			
<b>Final award title(s)</b>	MSc Advanced Nurse Practitioner		
<b>Intermediate exit award title(s)</b>	Postgraduate Diploma Advanced Nurse Practitioner PgCert Enhancing Clinical Practice		
<b>UCAS Code</b>		<b>Course Code(s)</b>	3993 (MSc Top Up) 3992 (PgDip)
	London South Bank University		
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS		
<b>Division</b>	Advanced Clinical Practice		
<b>Course Director</b>	Katrina Maclaine (Associate Professor Advanced Practice)		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: please specify		
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Part time	5 years via CPD OPEN	September
	<b>Finish - month</b>	August	
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No		
<b>Approval dates:</b>	Course(s) validated / Subject to validation	March 2011	
	Course specification last updated and signed off	September 2022	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	RCN Accreditation Module		
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website	
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements Competitions and Markets Authority SEEC Level Descriptors 2021 Institute for Apprenticeships and Technical Education EQA Framework OfS Guidance	
<b>B. Course Aims and Features</b>			
<b>Distinctive features</b>	Distinctive features of this course include:		

<p><b>of course</b></p>	<ul style="list-style-type: none"> <li>• Evolved from the first Nurse Practitioner (NP) course in the UK.</li> <li>• Sequencing of modules is designed to support advancement of clinical knowledge and skills during the course.</li> <li>• Incorporates the Non-Medical Prescribing course for those students who are not already independent prescribers.</li> <li>• Teaching is provided by experienced qualified ANPs, many of whom work regularly in clinical practice.</li> <li>• A variety of student-centred, teaching strategies are used including skills demonstration with supervised practice, practical workshops and use of online learning resources.</li> <li>• A range of methods assess student learning, including a health needs assessment leading to development of a service proposal, clinical case analysis, completion of certified clinical hours, a clinically focussed portfolio and practical assessments including OSCEs (Objective Structured Clinical Examination).</li> <li>• Guided practice-based learning takes place in the student's own work place, supported by a visit from an ANP Mentor.</li> <li>• Graduates will have demonstrated achievement of the current UK standards for advanced nursing practice (DH, 2010; RCN, 2012) at Masters level.</li> </ul> <p>It is anticipated that students enrolling for the PgDip ANP will successfully complete the full award. However, the option to exit with a Postgraduate Certificate Enhancing Clinical Practice is provided for students who have successfully completed the first year modules, but no longer want or are unable to progress to Year 2. Student who successfully complete the PgDip ANP have the option to undertake a preparation for dissertation module and a dissertation to gain the MSc ANP award.</p>
<p><b>Course Aims</b></p>	<p>The MSc/PgDip/PgCert Advanced Nurse Practitioner aims to:</p> <ol style="list-style-type: none"> <li>1. Equip graduates with knowledge, skills and attributes to enable them to deliver safe, appropriate, effective, efficient and evidence-based health care to individuals, families and within the wider community.</li> <li>2. Develop the student's ability to apply knowledge and understanding within the field of advanced nursing practice to complex issues, both systematically and creatively.</li> <li>3. Foster the student's potential for strategic leadership, particularly in relation to the continual enhancement of the patient/carer's experience of health care.</li> <li>4. Facilitate the personal and professional development of each participant such that they are able to demonstrate a reflective, enquiring, critical and innovative approach to practice.</li> <li>5. Provide quality education and training for ANPs that is accredited by the RCN Accreditation Module and meets the requirements of current policies and market demands.</li> </ol>
<p><b>Course Learning Outcomes</b></p>	<p>a) <b>Students will have knowledge and understanding of:</b></p> <p>A1 A comprehensive range of strategies to promote/improve and provide safe and effective evidence-based care for patients presenting in a range of health care settings with acute and long-term problems.</p> <p>A2 Anatomical and physiological principles related to human health and disease.</p> <p>A3 The impact of personal, cultural, spiritual beliefs and practices and the psychosocial context, on therapeutic communication, behaviour, use of services and health outcomes.</p> <p>b) <b>Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 Use clinical reasoning, critical thinking, problem-solving, reflection and analysis to make sound judgements and decisions (possibly in the absence of complete data) and to explore potential solutions.</p>

B2 Critically appraise information from a wide range of sources in order to gain a coherent understanding of pertinent theoretical principles and their application to practice.

c) **Students will acquire and develop practical skills such that they are able to:**

C1 Establish therapeutic relationships with patients and colleagues through skilled and creative use of communication knowledge and skills.

C2 Demonstrate competence in undertaking and documenting a comprehensive, holistic patient health assessment (including history taking and physical examination skills for all systems of the body), for patients with common health problems, referring on appropriately when the problem exceeds their scope of practice and/or expertise.

C3 Critically analyse patient assessment findings and clinical outcomes, and plan and deliver appropriate evidence-based care, or implement referral.

C4 Critically evaluate own clinical practice and implement appropriate evidence-based strategies to develop proficiency.

d) **Students will acquire and develop transferrable skills such that they are able to:**

D1 Gather and interpret information from different sources and make informed judgements about its quality and appropriateness.

D2 Work independently and as part of a group or team.

D3 Communicate effectively with a wide range of individuals using a variety of means, including ability to provide coherent and logical arguments in support of decision making.

D4 Demonstrate self-awareness, the ability to critically appraise individual learning needs, implement appropriate strategies for continuing professional and personal development and evaluate the impact.

D5 Information management skills e.g. use of IT, Internet.

***Additional Course Outcomes: Postgraduate Diploma Advanced Nurse Practitioner***

In addition to the course outcomes described for the PG Cert Enhancing Clinical Practice, the PG Dip ANP course provides opportunities for students to develop and demonstrate knowledge and skills in a range of areas, as described below:

**A Students will acquire knowledge and understanding of:**

A1 A comprehensive range of strategies to promote/improve and provide safe and effective evidence-based care for patients presenting in a range of health care settings with complex problems.

A2 Pharmacological principles related to human health and disease.

A3 The impact of a wide range of contextual factors (e.g. social, ethical, legal, political, technological, cultural, and economic) and trends, at local, national and international levels upon health and the leadership, management and culture of health care organisations, as well as on health care practices and the roles of practitioners.

A4 A comprehensive range of public health strategies that might be critically deployed to tackle inequalities and promote the health and well-being and prevention of disease with individuals, specific groups and communities.

A5 The history and development of advanced practice including ANPs from a devolved four country, UK and global context.

A6 The development of policy and strategy within a changing context to meet stakeholder interests at a local and national level.

A7 A wide range of related theory and approaches enabling analysis of professional issues (such as professional identity, advocacy, autonomy,

ethics and accountability) within the practice arena for the advancement of professional expertise, strategic leadership, service improvement and patient care.

A8 A range of research and quality assurance methodologies and evidence-bases that can be used to underpin, inform, enhance and challenge practice.

**B Students will develop their intellectual skills such that they are able to:**

B1 Use clinical reasoning, critical thinking, problem-solving, reflection and analysis to make sound judgements and decisions (possibly in the absence of complete data) and to explore potential solutions to complex, unstructured and sometimes unfamiliar practice problems.

B2 Synthesise information from a wide range of sources in order to gain a coherent understanding of, and new insight into, pertinent theoretical principles and their application to practice.

B3 Critically analyse the theoretical, research, clinical and professional underpinnings of advanced nursing practice as a means to advance professional knowledge and develop skills to a higher level.

**C Students will acquire and develop practical skills such that they are able to:**

C1 Demonstrate competence in undertaking and documenting a comprehensive, holistic patient health assessment (including history taking and physical examination skills for all systems of the body), for patients with complex health problems, referring on appropriately when the problem exceeds their scope of practice and /or expertise.

C2 Prescribe safely, appropriately and cost-effectively within the parameters laid down in prescribing legislation.

C3 Undertake skilled, competent, safe, evaluative, autonomous, reflective ANP consultations for patients with common and complex health problems.

C4 Take a pro-active approach to working in partnership to support, educate and empower patients, their families and other carers to influence and use available services and participate in decisions concerning their care.

C5 Demonstrate leadership skills, self-direction and originality in tackling and solving problems, and act autonomously within a multi-disciplinary and multi-agency context.

C6 Collaboratively engage with others to plan and deliver interventions to meet the development needs of own and others profession.

C7 Evaluate appropriate aspects of practice, including health outcomes, of self and others at individual, team, organisational and systems level, selecting and applying valid and reliable approaches and methods which are appropriate to the needs and context, and act on the findings.

C8 Demonstrate the ability to critically challenge, advocate for, and shape health care services, within a context of resource demands and changing organisational and policy imperatives.

C9 Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences.

**D Students will acquire and develop transferrable skills such that they are able to:**

D1 Pro-actively link with other agencies and networks as required

D2 Be adaptable and show creativity, originality, insight and critical reflective abilities which can be brought to bear on a wide range of situations

***Additional Course Outcomes: MSc Advanced Nurse Practitioner***

	<p>In addition to the course outcomes described for the PgDip ANP course the MSc Advanced Nurse Practitioner provides opportunities for students to develop and demonstrate knowledge and skills in a range of areas, as described below:</p> <p><b>A Students will acquire knowledge and understanding of:</b></p> <p>A12 A systematic understanding of knowledge, and a critical awareness of current perspectives, much of which are at, or informed by, the forefront of health care and clinical and professional nursing practice in particular.</p> <p>A13 A comprehensive understanding of techniques applicable to their area of research.</p> <p><b>B Students will develop their intellectual skills such that they are able to:</b></p> <p>B6 Conceptual understanding that enables critical evaluation of research methodologies and differing perspectives.</p> <p><b>C Students will acquire and develop practical skills such that they are able to:</b></p> <p>C14 Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge within the health care context.</p> <p>C15 Demonstrate the independent learning ability required for continuing professional development.</p> <p><b>D Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D8 Initiative and personal responsibility.</p>
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**C. Teaching and Learning Strategy**

A variety of approaches are used which maximise student participation and engagement; interactive lectures, skills demonstration and supervised practice, small group activities, case-based discussions, workshops, practice simulations and tutorials. The classroom based activity is supported by online activities using the Virtual Learning Environment (Moodle) for electronic resources, clinical assessment videos, quizzes, sharing of student blended learning and online discussion. Dissertation support comprises of a pre-module introductory session, workshops and individual supervision to support self-directed learning.

**D. Assessment**

A range of strategies are used. Formative assessments are used in each module to develop master's level academic performance and clinical competence. A variety of summative assessments are used at the end of each module including, exams, a case study, OSCEs, an essay, a clinical portfolio, work-based practice based learning and submission of a series of Practice Based Learning records (with verification of supervised clinical development, individual objective setting and review, feedback on progress and specific competencies. These assessments allow the student to demonstrate both the depth and breadth of knowledge and skills required to demonstrate competence as an advanced practitioner. The Dissertation module comprises of a research project, work-based project or mini systematic review, which enables each individual student to choose the most appropriate approach for their area of professional practice.

**E. Academic Regulations**

The University's Academic Regulations apply for this course.

In addition the following apply:

1. Students must successfully complete and pass all of the modules on the ANP pathway in order to be eligible for the final award. The modules are all compulsory and are therefore classed as designated units/modules and criteria for compensation cannot normally be applied. [This reflects the clinical and professional development aspects of the course and is a requirement within the Standards and Criteria for RCN AU Accreditation of ANP programmes (RCN 2012)].
2. In line with professional standards related to the currency of education, students will have up to 5 years to complete the postgraduate award.
3. On the PgDip/MSc Advanced Nurse Practitioner pathway [Course code 3992] students have up to 2 years to enrol for and complete the Dissertation following completion of the taught modules. Those choosing to progress to the MSc ANP award would have 6 years overall to complete this award

## F. Entry Requirements

### Academic:

This course is available to two different groups of applicants:

1. Those who have already successfully completed a health-related degree within the UK.
2. Those who do not have a degree but have:
  - i. Previously successfully studied module's/module's at degree level (ie Level 3 or H or 6) to a total of a minimum of 60 credits within the UK

AND

- ii. Have developed a foundation knowledge of the principles of research and research methodologies (at a minimum of diploma level) or have completed our stand alone module "Evaluating Research for Healthcare"

AND

- iii. A minimum of 2 years' clinical experience within their area of practice.

Non-graduate students will normally initially undertake one of the first modules within the Postgraduate Diploma (RCN-6-002 "Physiological Principles for ANP's" at Level 6, degree level) on its own before progressing to the master's level modules and then will continue taking one module at a time. They will also complete a formative piece of written work to gain feedback and guidance on their academic writing. This package will enable experienced nurses who do not hold a degree, to be supported to undertake and complete the PgDip ANP award.

In addition, in order to be considered for entry to the course applicants will be required to have the following qualifications:

### Professional:

- Current nursing registration with the Nursing and Midwifery Council (NMC).
- A minimum of 2 years post-registration experience on entry to the course.

### Practice:

- Employed for a minimum of 20 hours per week in a clinical role which enables development of knowledge and skills to an advanced level.
- Able to demonstrate the support of their employer to undertake the course and for their development as an Advanced Nurse Practitioner (ANP) within their workplace.
- Able to organise for a doctor/qualified ANP to act as the "Practice Facilitator" to initially supervise and subsequently support student's overall clinical development and completion of the specified practice-based learning activities and certified clinical hours.

- Able to dedicate the equivalent of 3 hours per week throughout the calendar year (in addition to the University study day) to work regularly in a 'supernumerary capacity', to focus on clinical and professional development and meet the course requirement for certified clinical hours.

**Motivation:**

- To undertake this course of study and to develop their practice to become an ANP.

These criteria are initially assessed from the application form and the Personal Statement. Potential applicants will be invited for an 'Information session' to hear more about the course and to meet individually with the ANP team to assess their suitability for this course of study and role development.

**G. Course structure(s)**

**Course overview**

**SEPTEMBER INTAKE: FAST ROUTE [3 modules per year]**

**YEAR 1**

Orientation course (2 day block)

Semester 1:

RCN-6-002 Physiological Principles for ANPs (Level 6 20 credits)

RCN-7-011 Advanced Assessment Skills for Clinical Practice (Level 7, 20 credits)

Semester 2:

RCN-7-012 Clinical Reasoning and Applied Pathophysiology for ANPs (Level 7, 20 credits)

[Optional exit point: PgCert Enhancing Clinical Practice]

**YEAR 2**

Professional Development days (2 day block)

Semester 1:

Leadership and Service Development for ANPs (Level 7, 20 credits)

Managing Clinical Complexity for ANPs (Level 7, 20 credits)

Semester 2:

Non-Medical Prescribing course (Level 7, 20 credits used)

OR

20 credit masters level module of choice (where student has previously completed the NMP course at degree level)

PgDip ANP course completion point: Graduates will receive a certificate from the RCN Accreditation Module stating that they have successfully completed an RCN accredited Advanced Nurse Practitioner course.

Option for progression to undertake a dissertation to gain the MSc Advanced Nurse Practitioner award

**POSTGRADUATE DIPLOMA ADVANCED NURSE PRACTITIONER**

**SEPTEMBER INTAKE: SLOW ROUTE [2 modules per year]**

**YEAR 1**

SEPTEMBER: Orientation course (2 day block)

Semester 1:

RCN-6-002 Physiological Principles for ANPs (Level 6 20 credits)

Semester 2:

RCN-7-011 Advanced Assessment Skills for Clinical Practice (Level 7, 20 credits)

## **YEAR 2**

Professional Development days (2 day block)

Semester 1:

RCN-7-012 Clinical Reasoning and Applied Pathophysiology for ANPs (Level 7, 20 credits)

[Optional exit point: PgCert Enhancing Clinical Practice]

Semester 2:

RCN-7-013 Leadership and Service Development for ANPs (Level 7, 20 credits)

## **YEAR 3**

Professional Development days (2 day block)

Semester 1:

Non-Medical Prescribing course (Level 7, 20 credits used)

OR

20 credit masters level module of choice (where student has previously completed the NMP course at degree level)

Semester 2:

RCN-7-014 Managing Clinical Complexity for ANPs (Level 7, 20 credits)

PgDip ANP course completion point: Graduates will receive a certificate from the RCN Accreditation Module stating that they have successfully completed an RCN accredited Advanced Nurse Practitioner course.

Option for progression to undertake a dissertation to gain the MSc Advanced Nurse Practitioner award

## **POSTGRADUATE DIPLOMA ADVANCED NURSE PRACTITIONER**

### **JANUARY INTAKE: SLOW ROUTE [2 modules per year]**

**YEAR 1:** Semester 2

RCN-6-002 Physiological Principles for ANPs (Level 6 20 credits)

SEPTEMBER: Orientation course (2 day block)

**YEAR 1 (Continued):**

Semester 1:

RCN-7-011 Advanced Assessment Skills for Clinical Practice (Level 7, 20 credits)

Semester 2:

RCN-7-012 Clinical Reasoning and Applied Pathophysiology for ANPs (Level 7, 20 credits)

[Optional exit point: PgCert Enhancing Clinical Practice]

## YEAR 2

Professional Development days (2 day block)

Semester 1:

RCN-7-013 Leadership and Service Development for ANPs (Level 7, 20 credits)

Semester 2:

Non-Medical Prescribing course (Level 7, 20 credits used)

OR

20 credit masters level module of choice (where student has previously completed the NMP course at degree level)

## YEAR 3

Professional Development days (2 day block)

Semester 1:

RCN-7-014 Managing Clinical Complexity for ANPs (Level 7, 20 credits)

PgDip ANP course completion point: Graduates will receive a certificate from the RCN Accreditation Module stating that they have successfully completed an RCN accredited Advanced Nurse Practitioner course.

Option for progression to undertake a dissertation to gain the MSc Advanced Nurse Practitioner award

**Placements information** – Not applicable.

## H. Course Modules

All of the following modules are core compulsory modules for this award. There are no option modules.

Module Code	Module Title	Level	Semester	Credit value	Assessment
RCN_6_002	Physiological Principles for ANPs	6	N/A	20	N/A
RCN_7_011	Advanced Assessment Skills for Clinical Practice	7	N/A	20	N/A
RCN_7_012	Clinical Reasoning and Applied Pathophysiology for ANPs	7	N/A	20	N/A

RCN_7_013	<b>Leadership and Service Development for ANPs</b>	7	1 & 2	20	4,000 word essay
RCN_7_014	<b>Managing Clinical Complexity for ANPs</b>	7	1 & 2	20	Clinical Portfolio and OSCE
TAR_7_010	<b>Dissertation</b>	7	Sept and Jan starts	60	12,000 word written assignment

#### I. Timetable information

The course starts with a 2 day Orientation. Students then attend on a one-day-a-week part-time basis. There is not teaching over the summer break. Teaching sessions are delivered in the morning or afternoon according to the module timetable. There are no evening or weekend teaching sessions. Assessments take place in January for semester 1 modules and May/June for semester 2 modules.

#### J. Costs and financial support

##### Course related costs

No specific costs

##### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

#### List of Appendices

- Appendix A: Curriculum Map  
Appendix B: Personal Development Planning (postgraduate courses)  
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## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed (D), taught (T) and assessed (A) within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

### PROGRAMME OUTCOMES

	Module Title	A1	A2	A3	B1	B2	C1	C2	C3	C4	D1	D2	D3
	Orientation Programme	T		T		T	TD		TD		T	T	T
6	Physiological Principles for ANP's		TDA			TDA						D	TD
7	Advanced Assessment Skills for Clinical Practice	TDA	TD	TDA	TDA								
7	Clinical Reasoning and Applied Pathophysiology for ANP's	TDA	TDA		TDA	TDA	D	TDA	TDA	D	TD	DA	D
	Module Title	A4	A5	A6	A7	A8	A9	A10	A11	B3	B4	B5	
	Professional Development day and Action Learning	D		D		TD	TD	D	TD	TD	TD	TD	
7	Leadership and Service Development for ANP's	D		TDA	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA	
7	Managing Clinical Complexity in Advanced Nursing Practice	TDA		D					DA	TDA	TDA	TDA	
7	Non Medical Prescribing	D	TDA	D				TDA	TDA	TDA	D	D	
	Module Title	C5	C6	C7	C8	C9	C10	C11	C12	C13	D4	D5	D6

	Professional Development day and Action Learning	TD		TD		TD	D	TD		D	TD	D	D
7	Leadership and Service Development for ANP's				TDA	TDA	TDA	TDA	TDA	D	TDA	TDA	TDA
7	Managing Clinical Complexity in Advanced Nursing Practice	TDA		TDA	TDA	DA		TDA	TDA	TDA	TDA	D	D
7	Non Medical Prescribing	TDA	TDA	TDA	TDA	D		TDA	D	D	D	D	
	<b>Module Title</b>	<b>A12</b>	<b>A13</b>	<b>B6</b>	<b>C13</b>	<b>C14</b>	<b>D7</b>						
7	Dissertation	TDA	TDA	TDA	TDA	TDA	TDA						

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly.

For the PgDip/MSc Advanced Nurse Practitioner programme, the following applies:

Approach to PDP	Level 6 (Degree) [One module]	Level 7 (Masters)
<p>1 Supporting the development and recognition of skills through the personal tutor system.</p>	<ul style="list-style-type: none"> <li>• Students will be introduced to the concept of a Personal Development Plan during the Orientation sessions at the start of the programme.</li> <li>• Students will be encouraged, via Course Guide and welcome from the Course Director, to make an appointment with the Course Director and/or their ANP Mentors for pastoral/pathway support whenever needed during their programme.</li> <li>• Students will receive individual support from their ANP Mentor who visits them, in their place of work, during the first of the semester of the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue to be supported by the Course Director and their ANP Mentor in relation to their pastoral/pathway needs through to the end of the programme</li> <li>• All students will be required to meet with their ANP Mentor at the end of their first year for a mid-course review where their Personal Development Plan will be reviewed and goals/actions made for the second half of the programme</li> </ul>
<p>2 Supporting the development and recognition of skills in academic modules.</p>	<ul style="list-style-type: none"> <li>• Students will be given advice on academic writing at Level 6 (for the written exam) during their first semester and informed about LSBU student support services.</li> <li>• Guidance on accurate referencing techniques will be provided during the Orientation sessions.</li> <li>• Academic tutorials will be provided by the module leader to support students with developing written work/exam preparation</li> <li>• Information on the marking criteria will be provided for the module</li> <li>• Students IT skills will be developed by an introductory session to the library resources and subsequent use of search engines, data bases, on-line learning resources and</li> </ul>	<ul style="list-style-type: none"> <li>▪ An introduction to studying and writing at masters level will take place in the Orientation session</li> <li>▪ Through the masters units and assessments, students will develop their ability to utilise relevant theory and knowledge to understand and critically evaluate concepts</li> <li>• Academic tutorials will be provided by all module leaders to support students with developing written work/exam preparation and preparing for practical sessions.</li> <li>• Marking grids will be used by all markers for all assessments and are published in each module guide</li> <li>• Across the modules, written feedback will be given to students from</li> </ul>

	<p>remote access journal facilities</p> <ul style="list-style-type: none"> <li>• IT skills will be further developed by the use of Blackboard to provide students with key information and supplementary material to support their learning.</li> </ul>	<p>assessments, which is specific and state areas for improvement; facilitating students to develop their ability to utilise relevant theory knowledge to understand and critically discuss concepts.</p> <ul style="list-style-type: none"> <li>• Students will develop their critical appraisal skills through professional modules in relation to literature and research studies, and through clinical units in relation to evidence based practice.</li> <li>• Students IT skills will be further developed by an advanced data searching session provided by the library and subsequent use of search engines, data bases, on-line learning resources and remote access journal facilities <ul style="list-style-type: none"> <li>▪ IT skills will be further developed by the use of Blackboard to provide students with key information and supplementary material to support their learning</li> </ul> </li> <li>• Students will be required to undertake a formative exercise to evaluate their strengths/weaknesses in relation to their developing role, and the opportunities and threats that are presenting themselves. Feedback will be given from the module leader and a tutorial organised if required.</li> </ul>
<p>3 Supporting the development and recognition of skills through purpose designed modules.</p>	<ul style="list-style-type: none"> <li>• Students' knowledge and understanding of normal physiology and associated principles will be developed in the 'Physiological Principles for ANP's' module through lectures and practical exam questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their ability to work in groups on both clinical and professional topics.</li> <li>• Practical skills eg. Clinical examination, are demonstrated and students are encouraged to practice in the 'Advanced Assessment Skills for Clinical Practice' Skills Workshop and OSCE Workshops with ANP team supervision and support.</li> <li>• The ability to reflect on their practice and use problem-solving skills in familiar and</li> </ul>

		<p>unfamiliar situations is developed through the “Advanced Assessment Skills for Clinical Practice” module and continues throughout the clinical modules.</p> <ul style="list-style-type: none"> <li>• In addition professionally-focussed skills such as negotiation, assertiveness, debating, advocacy, leadership and marketing are developed in the ‘Leadership &amp; Service Development for ANPs’ module, to develop students’ ability within these areas.</li> <li>• Skills in portfolio building are developed during the practice-based learning activities</li> </ul>
4 Supporting the development and recognition of skills through research projects and dissertations work.	<ul style="list-style-type: none"> <li>• Students will develop and consolidate their ability and understanding of a broad range of research-based literature and research methods in the Orientation sessions to support their academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All of the modules will develop students’ ability to critically appraise research in relation to practice.</li> <li>▪ Students will be encouraged to go on to undertake the dissertation preparation module and dissertation to further develop their research knowledge and skills to a higher level</li> </ul>
5 Supporting the development and recognition of career management skills.	<p>All students undertaking this programme will be already employed, however they will develop:</p> <ul style="list-style-type: none"> <li>• The ongoing ability to identify and prioritise their learning needs and plan appropriate strategies to successfully address these needs (supported by information on good practice in this area given at the Orientation sessions, in the Practice Based Learning Handbook and during the ANP Mentor visit)</li> </ul>	<p>This will continue with students developing:</p> <ul style="list-style-type: none"> <li>▪ Skills in writing an action plan for developing a leadership role and/or a service development/innovation</li> <li>▪ Skills in marketing their unique role</li> <li>▪ Presentation skills</li> <li>▪ Their ability to communicate a coherent argument in class discussions, debates and through assessments</li> <li>▪ Their ability to synthesise information and concepts through class discussions, debates and through written assessments</li> <li>▪ Their ability to write a CV and Job Description.</li> <li>▪ Group-working within an action learning format</li> </ul>

<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>		<ul style="list-style-type: none"> <li>• Students will have the opportunity to reflect on their progress with practice based learning through completion of their clinical practice diaries, clinical experience record, practice based learning objectives and certified clinical hours.</li> <li>• Students will receive formative feedback from their Practice Facilitators</li> <li>• Students will be encouraged to reflect on their role within their workplace during the professionally focussed units, particularly with reference to managing organisational change and multi-agency working.</li> <li>• At the ANP mentor visit, students and their employees will be encouraged to discuss future plans to maximise short and long term the impact of the programme in practice.</li> </ul>
<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<ul style="list-style-type: none"> <li>• At interview and during the Orientation sessions, students are encouraged to join the RCN Advanced Nurse Practitioner Forum to network with other nurses (via email, e-group and through local groups and the annual conference) and keep abreast of pertinent issues and developments.</li> </ul>	<ul style="list-style-type: none"> <li>• At the Professional Development date, students will hear from past-graduates regarding their experiences in service development, membership of commissioning boards and conducting research etc</li> </ul>
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>In addition to the areas listed above:</p> <ul style="list-style-type: none"> <li>• Time management and self-organisation skills (discussed at the Orientation sessions and reviewed during ANP Mentor visits).</li> <li>• Students come from multidisciplinary areas; this provides opportunities for learning from each other and to develop a better understanding of different roles, responsibilities and professional identities.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be opportunities for reflection throughout the course, allowing for students to develop skills and challenge attitudes and practice.</li> <li>• Skills and attitudes which support continuing professional development will be encouraged and facilitated in the modules and action learning</li> <li>• Students will be encouraged to consider their future goals and aspirations through completion of a leadership /personal development</li> </ul>

		action plan in their action learning activity
9 Other approaches to personal development planning.	<ul style="list-style-type: none"> <li>▪ From 2004 our students as nurses, have been required to complete a Performance Development Review (Appraisal) with their employers in their clinical workplace on a yearly basis. This results in an individual PDP for the coming year.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be asked to share this at their mid-course interview to maximise streamlining of the HEI activity with employer activity.</li> </ul>
10. The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.		<ul style="list-style-type: none"> <li>▪ This will be supported in the practice area by completion of clinical practice diaries, clinical experience record and practice based learning objectives to enable students to demonstrated completing of certified clinical hours of practice based learning each semester</li> <li>▪ In 'Leadership &amp; Service Development for ANPs' module and in Action learning students will be encouraged to utilise additional resources (eg. Critical Incident Review, 360-degree Peer Reviews, Myers Briggs evaluation).</li> <li>▪ In addition, self-reflection and evaluation will occur in group activities in taught sessions, Action Learning and in development of the Clinical Portfolio for the "Managing Clinical Complexity for ANPs" module.</li> </ul>

## Appendix C: Terminology

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>optional module</b>	a module or course unit that students choose to take
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions