



**UNIVERSITY OF
PLYMOUTH**
Faculty of Health

University of Plymouth

Faculty of Health

School of Nursing and Midwifery

Pathway Specification

**BSc /BSc (Hons) Professional Development
In Advancing Practice**

**Graduate Certificate/Diploma Professional Development
in Advancing Practice**

**Date of approval:
Date of implementation:
Year of first award:**

**December 2016
September 2017
2018**

Updated following Minor change for implementation 2020-21

Contents

1. BSc / BSc (Hons) Professional Development in Advancing Practice...	5
2. Awarding Institution	5
3. Accrediting Body	5
4. Distinctive Features of the Pathway and the Student Experience	5
5. Relevant QAA Subject Benchmark Group(s)	7
6. Pathway Structure	7
7. Pathway Aims	9
8. Pathway Intended Learning Outcomes	10
9. Admissions Criteria, including APCL, APEL and DAS arrangements..	12
10. Criteria for Final and Intermediate Awards	14
11. Exceptions to Regulations	14
12. Transitional Arrangements	14
13. Mapping	15
14. Index of modules	27

1. Pathway titles: BSc /BSc (Hons) Professional Development in Advancing Practice

Final award title(s):

BSc /BSc (Hons) Professional Development in Advancing Practice

Graduate Certificate/Diploma Professional Development in Advancing Practice

UCAS code: N/A

JACS code: B700

2. Awarding Institution: University of Plymouth

Teaching institution(s): University of Plymouth

3. Accrediting body(ies)

N/A

4. Distinctive Features of the Pathway and the Student Experience

This pathway has been designed to support and challenge nurses and allied healthcare professionals across all healthcare sectors to understand and implement the values and principles of advancing their practice. Students will be studying alongside healthcare professionals from different disciplines to encourage co-operation and an understanding of how the patient experience is improved with integrated working. The content of the modules will help students to develop knowledge of the theories that inform clinical consultations with patients, carers and peers. Students will be supported to develop clinical management planning skills to promote high quality, safe, patient-focused care in clinical practice. Students will be encouraged to apply current research and evidence in practice incorporating professional, legal and ethical dimensions. All of these skills will put the student at the forefront of the transformation agenda as a future leader and innovator.

Students will be encouraged and supported to examine and reflect on their own practice; to understand how this fits into the wider healthcare arena, to promote safe effective and timely care for patients /clients. Students will have the opportunity to

discuss new and innovative ways of working and network with peers across a multitude of health disciplines. This will help students build professional networks and support not only whilst studying but throughout their career.

The BSc / BSc (Hons) Professional Development in Advancing Practice:

- Designed for students who want to progress in their career through a structured framework for advancing practice,
- Meets professional and organisational needs to enhance practice and service delivery for professionals within an academic framework

The Graduate Certificate / Graduate Diploma are:

- Designed for students who are already qualified at Honours degree level, either recently qualified and / or recently appointed to a new clinical specialist area that may need to develop their skills and underpinning knowledge in order to practice safely and competently.

Distinctive features

The distinctive features of these pathways are:

Core

- Targeted at the career development needs of health care professionals
- Flexible and responsive to employers needs and service delivery
- A student centred programme that enables choice and values prior experiential learning and experience
- Students can select clinical modules that enhance their specific work role;

Pathway Specific

- Offer opportunities for inter-professional learning
- A student centred approach to learning, teaching and coaching that is relevant to their own clinical area
- Encompassing a patient/client/family centred approach to clinical relationships
- Collaborative working practices with the multi-professional teams
- Feature active engagement with stakeholders as key contributors
- Making a commitment to improving our professional practice through critical analysis and reflection in and on clinical decision making

- Supporting and encouraging the personal/professional development of our peers
- Encouraging the development of sustainability literacy.
- Enables students to 'step on and step off' (within a time frame)

5. Relevant QAA Subject Benchmark Group(s)

The Pathway is informed by the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland for level 6 study (QAA for Higher Education 2008).

6. Pathway Structure

The BSc (Hons) Professional Development Level 6 in Advancing Practice is based in the School of Nursing & Midwifery. This pathway is open to a range of health care practitioners registered either with the Nursing and Midwifery Council (or equivalent country) and the Health and Care Professions Council.

This named BSc (Hons) Professional Development in Advancing Practice offer the awards of BSc /BSc (Hons); Graduate Certificate or Graduate Diploma. The full time route will normally take one year and the part time route will normally take three years. The maximum registration period for the full time registrant is three years and five years for the part time student. Individual modules are offered as standalone CPD modules, apart from the Independent Study.

This pathway will include Understanding Evidence to Inform Clinical Decision Making; Integrated Advancing Practice in Context; Integrated Advancing Practice and Leadership & Innovation as a core modules and if undertaking the honours route Independent Study. These core modules give the student a broad range of academic and practice related skills on which to build future studies.

The student undertaking the Graduate Certificate or Diploma will have a degree already, therefore there are no core modules apart from the ones in the specialist named pathway for example Graduate Certificate Advancing Practice will consist of:

- Integrated Advancing Practice in Context (20 credits)
- The Fundamentals of Health Assessment (20 credits)
- Leadership and Innovation (20 credits)

Qualification	Breakdown of Credits
Ordinary Degrees (non-honours)	80 at Level 6
Honours Degrees	120 at Level 6
Graduate Certificate	60 at Level 6
Graduate Diploma	120 at Level 6 (includes 60 Certificate credits)

BSc Professional Development in Advancing Practice	BSc (Hons) Professional Development in Advancing Practice
<p align="center">Core Modules</p> <p align="center">HEAD360 Understanding Evidence to Inform Clinical Decision Making 20 credit core module</p> <p align="center">HEAD366 Integrated Advancing Practice in Context 20 credits</p> <p align="center">HEAD367 The Fundamentals of Health Assessment 20 credits</p> <p align="center">HEAD355 Leadership and Innovation 20 credits</p>	<p align="center">Core Modules</p> <p align="center">HEAD360 Understanding Evidence to Inform Clinical Decision Making 20 credit core module</p> <p align="center">HEAD366 Integrated Advancing Practice in Context 20 credits</p> <p align="center">HEAD367 The Fundamentals of Health Assessment 20 credits</p> <p align="center">HEAD355 Leadership and Innovation 20 credits</p> <p align="center">HEAD361 Independent Study 40 credit core module</p>

Graduate Certificate in Advancing Practice	Graduate Diploma in Advancing Practice
60 Credits from Pathway Specific Module Choice see 14.1	120 Credits from Pathway Specific Module Choice see 14.1

Examples of study options

Part Time study (example of a 3 year route)

Year	Modules (and Credits)	Semester 1	Semester 2
1	Understanding Evidence to Inform Clinical Decision Making		
	Integrated Advancing Practice in Context		
2	The Fundamentals of Health Assessment		
	Leadership and Innovation		
3	Independent Study		

7. Pathway Aims

This pathway has been designed to support the student to develop their skills and consider new ways of working that meet the needs of the modern NHS to deliver high quality care for service-users across all healthcare sectors. It is aimed to start the student on a journey of an understanding of the complexities of advancing their role and learning and developing new skills and a deeper understanding of the impact of their practice in their own clinical area.

The pathway aims to facilitate students to:

Explore the opportunities for transforming services in their own clinical area and gain knowledge and appreciation of other professions, specialties and organisations who contribute to patient/client care. This is a course that actively supports and promotes integrated learning allowing students to develop relationships with other healthcare professionals and work more effectively across professional and organisational boundaries to enhance patient/client care.

The pathway aims to:

1. Encourage the student to explore and understanding the role of advancing practice in an ever changing health service and where the role fits in the strategic picture of the NHS in the 21st century
2. Produce challenging and critical thinking practitioners with a range of transferable skills who can effectively contribute to service enhancement
3. Prepare effective practitioners whose interventions will be underpinned by the best available evidence, contemporary knowledge and high-level clinical decision making skills.
4. Develop the student's confidence, competence and emotional resilience to consistently exercise personal responsibility and professional accountability for decision making and the provision of high quality, safe, care.
5. Promote commitment to the concept of life-long learning and thereby foster ongoing personal and professional development.

These will be achieved through teaching and learning strategies that include:

Lectures, seminars, workshops, self-directed study, and use of communication and information technologies, group discussion, group and individual tutorials and group presentations: many sessions will be delivered by practicing professionals and lectures.

Assessment methods include:

Project design and business planning, work-based self-planned learning contract of specific learning needs, involvement in academic blogs, report writing and essays.

8. Pathway Intended Learning Outcomes

The Intended Learning Outcomes for the BSc Professional Development in Health and Social Care reflect the Level 6 Qualification Descriptors provided by the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ)

Knowledge and understanding (subject specific)

Cognitive/intellectual skills (generic)

Key transferrable skills

Subject specific practical skills

Employment related skills

This enables 'others' to judge the value of this qualification through improved understanding of the level of intellectual and conceptual activity demonstrated by our graduates. It defines their capability in respect of their knowledge and the associated transferable skills that enhance employability. It also provides a reference point for other level 6 qualifications across the Higher Education sector.

8.1. Knowledge and understanding

On successful completion graduates should have developed:

- A sound knowledge of the theory and evidence base on which clinical consultation with patients, carers and peers is based
- Demonstrate enhanced clinical decision making skills that inform clinical management planning skills to promote high quality, safe, patient-focused care in clinical practice
- The ability to apply current research/evidence to practice incorporating relevant professional, legal and ethical dimensions when working in an advanced role
- An enhanced and systematic understanding of the principles which underpin the new ways of working in healthcare Practice

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

- A conceptual understanding in order to devise and sustain complex arguments and or solve problems.
- An ability to critically comment on aspects of current evidence appropriate to their clinical practice.
- The confidence to apply critically evaluated evidence to their practice.
- An awareness of and engagement with advanced scholarship within their clinical area.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- Exercise initiative, personal responsibility and team leadership; show evidence of innovative thinking that will support new ways of working
- Relate theory to practice appropriate to chosen disciplines

- Critically aware of and contributes to local, national and professional policy agendas

8.4. Employment related skills

On successful completion graduates should:

- Have developed an enhanced understanding of the key features of advanced practice using the Scottish Framework and applying these principles to their own clinical area to enhance and improve patient/client care
- Be able to share this knowledge and disseminate the principles to the team at all levels within their organisation
- Have the confidence to be in the fore-front of the change agenda and work to fulfil the objectives of the organisation in their own clinical area

8.5. Practical skills

The learning objectives for the work-based element of the course will be negotiated between the student and their mentor in practice; these will not be assessed within the boundaries of the course as competencies but will enable the student and the mentor to focus on developing the students skills appropriate to their own working environment.

9. Admissions Criteria, including APCL, APEL and DAS arrangements

9.1 Entry requirements

The student will either need to be:

Registered Health and Social Care Professionals

OR

Health and Social Care workers in possession of level 5 studies/foundation degree.

Applicants for whom English is not their first language must have evidence of a minimum overall International English Language Testing System (IELTS) of 6.5 average with a minimum of 5.5 in each category.

For entry to the Graduate Certificate and Graduate Diploma award pathways, the student must already hold an honours degree in a health or health related subject.

Employment in a Community & Primary Care environment. Students are selected through their personal development plans (PDP) in negotiation with their employer or self-funding.

A student, who successfully completes an additional 60 honours level 6 credits, can achieve the award of Graduate Certificate. If the student selects modules from specialist areas, there is an opportunity to gain a named Graduate Certificate.

A student, who successfully completes 120 honours level credits, can achieve the award of Graduate Diploma. If the student selects modules from specialist areas, there is an opportunity to gain a named Graduate Diploma.

All students wishing to undertake a programme with clinical skills modules need to be working in an environment where they can meet the module learning outcomes.

9.2 Equality of Opportunity

The University aims to ensure that all applicants receive fair treatment. In line with its Strategic Plan, the University has strategies to promote equality of opportunity, widen participation and encourage access.

Further information on equality for students can be found at:

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/equality-diversity-and-inclusion/equality-objectives>

We welcome and support students with disabilities, and we endeavour to meet specific needs. The Disability ASSIST Service, based on the Plymouth Campus, supports disabled students across the University. Further information about the advice and support before, during and after application can be found at:

<https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>

9.3 Accreditation of Prior (Experiential/Certificated) Learning Information - AP(E)L

AP(C)L (Accreditation of Prior Certificated Learning) and APEL (Accreditation of Prior Experiential Learning) refers to the process by which previous formal certificated learning and informal non-certificated learning may be awarded academic recognition. This recognition is in the form of academic credit awarded

against module learning outcomes within accredited Further and Higher Education programmes.

Types of AP(E)L Claim

AP(C)L - Accreditation of Prior Certificated Learning by:-

- Verification of formal qualifications, including courses on the Faculty of Health tariff and any professional certificates completed.

APEL - Accreditation of prior experiential learning:-

- Verification of experiential learning.

AP(E)L

- A combination of formal qualification and experiential learning.

The AP(E)L Process

The process of making an AP(E)L claim is structured and systematic, detailed information can be obtained from

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/health-human-sciences/accreditation-of-prior-learning>

10.0 Titles and criteria for Final Awards

BSc /BSc (Hons) Professional Development in Advancing Practice

Graduate Certificate/Diploma Professional Development in Advancing Practice

11.0 Exceptions to Regulations

Only two attempts permitted for O/ISCE assessments that are related to clinical practice.

12.0 Transitional Arrangements

This programme will commence from 2017 intake. Students on existing programmes will be able to continue under the new named programme and exit with the new named award if they have completed the core modules. Guidance will be provided by the Programme Lead and the Professional Development Unit, tailored to meet the

individual needs of the student, their career aspirations and, to ensure alignment to the requirements of the programme and the relevant choice of exit award.

13.0 Mapping and Appendices:

13.1a Modules Mapped to Pathway Aims and Intended Learning Outcomes for BSc and BSc (Hons)

Programme Intended Learning Outcomes	Module	Award
Knowledge and Understanding		
An enhanced and systematic understanding of the students area of study, part of which is informed by the defined aspect of the students chosen Advancing Practice/ discipline	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Demonstrate an enhanced appreciation of uncertainty, ambiguity and the limits of their knowledge	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Apply the additional methods and techniques that they have learned to review, consolidate, extend and apply their knowledge.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)

	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Demonstrate a heightened and detailed awareness of personal responsibility and professional codes of conduct.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Comprehensive and detailed knowledge of their Advancing Practice specialist area.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Cognitive/Intellectual Skills		
Conceptual understanding to devise and sustain complex arguments and or solve problems.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)

	HEAD361 Independent Study	BSc(Hons)
Critically comment on aspects of current evidence appropriate to their area of specific Advancing Practice.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Critically evaluate arguments, assumptions, abstract concepts and data appropriate to their area of specific Advancing Practice	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Confidently and flexibly apply critically evaluated evidence to their practice.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Awareness of and engagement with advanced scholarship within their chosen discipline.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)

	HEAD361 Independent Study	BSc(Hons)
Key/Transferable Skills (generic)		
Interact effectively within a team/learning/professional group.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
Confidently apply own evidence informed judgement; can challenge, reflect and constructively use feedback.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Systematically communicate information, ideas, problems and solutions to a range of fellow professionals in their specific field of Advancing Practice.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
Effectively manages their own learning and utilises resources appropriate to their discipline/ Advancing Practice	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)

	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Employment-related Skills		
Exercises initiative, personal responsibility and team leadership	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
Can relate theory to practice appropriate to chosen disciplines of Advancing Practice.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Critically aware of and contributes to local, national and professional policy agendas	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)

Practical/Professional Skills		
Critically defines and understands the limits of their competence.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
Able to act autonomously, within agreed guidelines, frameworks and protocols and to contribute to their development	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)
Effective in complex and unpredictable contexts. Able to problem solve by selecting from a range of techniques.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc(Hons)
	HEAD366 Integrated Advancing Practice in Context	BSc, BSc(Hons)
	HEAD367 The Fundamentals of Health Assessment	BSc, BSc(Hons)
	HEAD355 Leadership and Innovation	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc(Hons)

13.1b Modules Mapped to Pathway Aims and Intended Learning Outcomes for Graduate Certificate and Graduate Diploma for students who have previously achieved BSc 80 credits/BSc Hons Degree 120 credits

Programme Intended Learning Outcomes	Module	Award
Knowledge and Understanding		
An enhanced and systematic understanding of the students area of study, part of which is informed by the defined aspect of the students chosen Advancing Practice/ discipline	Pathway Specific See 14.1	Grad Cert, Grad Dip
Demonstrate an enhanced appreciation of uncertainty, ambiguity and the limits of their knowledge	Pathway Specific See 14.1	Grad Cert, Grad Dip
Apply the additional methods and techniques that they have learned to review, consolidate, extend and apply their knowledge.	Pathway Specific See 14.1	Grad Cert, Grad Dip
Demonstrate a heightened and detailed awareness of personal responsibility and professional codes of conduct.	Pathway Specific See 14.1	Grad Cert, Grad Dip
Comprehensive and detailed knowledge of their Advancing Practice specialist area.	Pathway Specific See 14.1	Grad Cert, Grad Dip
Cognitive/Intellectual Skills		

Conceptual understanding to devise and sustain complex arguments and or solve problems.	Pathway Specific See 14.1	Grad Cert, Grad Dip
Critically evaluate arguments, assumptions, abstract concepts and data appropriate to their area of specific Advancing Practice	Pathway Specific See 14.1	Grad Cert, Grad Dip
Confidently and flexibly apply critically evaluated evidence to their practice.	Pathway Specific See 14.1	Grad Cert, Grad Dip
Key/Transferable Skills (generic)		
Confidently apply own evidence informed judgement; can challenge, reflect and constructively use feedback.	Pathway Specific See 14.1	Grad Cert, Grad Dip
Systematically communicate information, ideas, problems and solutions to a range of fellow professionals in their specific field of Advancing Practice.	Pathway Specific See 14.1	Grad Cert, Grad Dip
Employment-related Skills		
Exercises initiative, personal responsibility and team leadership	Pathway Specific See 14.1	Grad Cert, Grad Dip
Critically aware of and contributes to local, national and professional policy agendas	HEAD361 Understanding Evidence to Inform Clinical Decision Making HEAD366 Integrated Advancing Practice in Context HEAD355 Leadership and Innovation Pathway Specific See 14.1	Grad Cert, Grad Dip

Practical/Professional Skills		
Critically defines and understands the limits of their competence.	Pathway Specific See 14.1	Grad Cert, Grad Dip
Able to act autonomously, within agreed guidelines, frameworks and protocols and to contribute to their development	Pathway Specific See 14.1	Grad Cert, Grad Dip
Effective in complex and unpredictable contexts. Able to problem solve by selecting from a range of techniques.	Pathway Specific See 14.1	Grad Cert, Grad Dip

13.2 Assessment against Modules Mapping

Core Module	Credit	Formative Assessment	Summative
Understanding Evidence to Inform Clinical Decision Making	20	Highly directed study to undertake reading and specific activities designed to provide formative feedback throughout the module	Essay that requires students to examine an aspect of care through a critical review of relevant research-based evidence; and to use their professional knowledge to discuss how the results from the research reviewed might contribute to the clinical effectiveness agenda in their workplace
Integrated Advancing Practice in Context	20	Group work and discussion reviewing online learning and application to practice Blog discussion on the Digital Learning Environment Topic related self-assessment, quizzes and activities	Essay on considering how the advanced practice role might enhance or impact on service delivery in a particular field of practice.
The Fundamentals of Health Assessment	20	Group work and discussion reviewing online learning and application to practice	Practice log of hours with mentor Written presentation of learning contract A critical analysis linking theory to practice and demonstrating an

		<p>Work-based learning contract demonstrated using 5 Mini CEx</p> <p>Topic related self-assessment, quizzes and activities</p>	<p>understanding of the clinical rationale and evidence base for effective clinical assessment, examination or interventions when working in an advanced clinical role.</p>
Leadership and Innovation	20	<p>Group work and discussion reviewing online learning and application to practice</p> <p>Topic related self-assessment, quizzes and activities</p>	<p>Essay evaluating the development of a project or business plan which will be added as an appendix to the work.</p>
Independent Study	40	<p>Action learning sets – with peer and tutor feedback</p>	<p>Essay, to address the learning outcomes.</p>

14. Index of Definitive Module Records (see separate document for Module Records)

Core Modules		
HEAD360	Understanding Evidence to Inform Clinical Decision Making	20
HEAD366	Integrated Advancing Practice in Context	20
HEAD367	The Fundamentals of Health Assessment	20
HEAD355	Leadership and Innovation	20
HEAD361	Independent Study	40

14.1 Pathway Specific Module Choices Advancing Practice Graduate Certificate/Diploma

HEAD366	Integrated Advancing Practice in Context
HEAD367	The Fundamentals of Health Assessment
HEAD355	Leadership and Innovation
HEAD362	Clinical Decision Making in Healthcare Practice
HEAD363	Ethical and legal issues in healthcare practice
HEAD391	Work Based Learning
HEAD365	Contemporary Issues in Health and Social Care
HEAD344	Enhancing End of Life Care & Palliative Care Practice
HEAD354	Facilitating Patient Centred Care and Choice through Advanced Communication Skills
ADV605	Advancing the Management of Long Term Conditions
HEAD333	Introduction to Children's Cardiac Nursing
HEAD334	Children's Cardiac Nursing Foundation and High Dependency Care
HEAD335	Children's Cardiac Nursing Care and Management
HEAB358	Advancing Practice in Long Term Conditions Management
HEAB366	Enhanced Parkinson's Disease Management
HEAD378	Haematology
HEAC348	Effective Promotion of Continence and Management of Incontinence
HEAC350	Enhanced Acute Medical Care for Older Adults

HEAC371	Specialist Practice in Stroke Care
HEAC372	Principles of Gastro-intestinal Nursing
HEAC375	Specialist Approaches to Patient Management in Critical Care
HEAC381	Minor skin surgery practice
HEAC334	Management of Infection Prevention
HEAD339	Tissue Viability: Core Knowledge for Practice
HEAD345	Enhancing Clinical Research in Practice
HEAD347 Carer	Advancing the Care and Support of the Person with Dementia and their
HEAD348	Principles and Practice of Cardiothoracic Surgical Care
HEAD358	Enhanced Care of the patient requiring chemotherapy
NURB363 (Specialist Skills)	Gastro-Intestinal Endoscopy and Related Procedures for Nurses
HEAD359	Specialist Cancer Care
NURC317	Enhanced Principles and Practice of Renal Nursing
NURC318	Enhanced Principles and Practice of Renal Nursing (Specialist Skills)
HEAD375	Holistic Neonatal Assessment and Clinical Management
HEAD382	Minor Illness and Injuries – the principles and practice of management for unscheduled care
HEAD385	Asthma and Chronic Obstructive Pulmonary Disease – Management in Primary Care
HEAD387	Surgical First Assistant
HEAD389	Collaborating in a culture of risk enablement
HEAD390	Critical Care of Children and Young People, Advancing Knowledge and Skills
HEAD393	Bowel Cancer Screening Specialist Practice