

Programme Specification

MSc, PG Dip, PG Cert in Advanced Nursing Practice

Valid from: January 2016

Faculty of Health and Life Sciences

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Final award:	MSc
Programme title:	Advanced Nursing Practice
Interim exit awards and award titles:	Post Graduate Diploma Post Graduate Certificate
Brookes course code:	HL73
UCAS code:	56677
JACS code:	B714
Mode of delivery:	On Campus
Mode/s of study:	Full time or Part Time
Language of study:	English
Relevant QAA subject benchmark statement/s:	None
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	None
Faculty managing the programme:	Health and Life Sciences
Date of production (or most recent revision) of specification:	January 2016

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for, and/or distinctive features of the programme

The MSc Advanced Nursing Practice comprises core modules of study that facilitate the development and progression of experienced nurses working at the leading edge of their specialty. The curriculum focusses students' learning on the analysis, development, and evaluation of advanced nursing practice. The programme recognizes the significance of developing knowledge and skills in leadership, critical decision-making, clinical expertise, and research; to enable students to utilize attributes of the programme to influence service provision within their sphere of nursing practice.

The curriculum explores the influences of a global academic and work environment on the development, delivery, and evaluation of nursing care; informed by relevant national and international research and evidence based literature. Students are encouraged to expand the breadth of their studies and develop a depth of critical analysis and evaluation of nursing practice.

The programme identifies the importance of each individual within the education process and the journey of life-long learning from both a personal and professional perspective. Implicit within this is the recognition and appreciation of the knowledge, skills, experience, abilities and strengths brought by each student to a group of professional colleagues.

2.2 Aim/s of the programme

- Facilitate the development of nurses understanding and contextualization of advanced practice.
- Promote use of evidence based practice to ensure nurses deliver timely and accurate care for patients/ clients and their families/ significant others.
- To challenge and extend the knowledge, skills, and attitudes of individuals; to prepare, support, and develop nurse leaders within clinical practice, education, research, and management roles

SECTION 3: PROGRAMME LEARNING OUTCOMES

On satisfactory completion of the programme, graduates will be able to demonstrate the following Brookes Attributes (A):

3.1 Academic Literacy

- Develop a theoretical base to facilitate problem-solving / professional reasoning in the identification and management of risk in complex situations
- Critically analyse the direct and indirect impact of local, national and international drivers, directives, and policy on service delivery, making innovative suggestions for change
- Engage in collaborative practice/ teamwork and apply leadership principles to promote safe, evidence based, and effective patient / client focused care
- Apply a judicious balance of financial and professional principles to decision-making to enhance quality, productivity and value

3.2 Research Literacy

- Critically analyse nursing theory and the evidence base for practice, and synthesize and apply the outcomes to inform professional knowledge and initiate change at an individual, team, organisation, and system level
- Develop conceptual understanding to critically evaluate research methodologies and methods used for research, audit, and service evaluation, as relevant to the student's area of expertise
- Design and conduct a research / audit / service evaluation project and disseminate findings to promote understanding of specific areas of nursing /health care practice
- Evaluate the impact of research on practice; demonstrate integration of this evaluation into evidence- based practice and guidelines

3.3 Critical Self-awareness and personal literacy

- Critically evaluate own beliefs and values, and articulate the development and influence of such values on nursing practice, through reflective practice
- Demonstrate initiative in making evidence based, ethical decisions in partnership with patients/clients and/or colleagues, whilst exercising sensitivity to cultural and life- style diversity
- Assist learning and encourage others to embrace life-long learning by adopting values based care using teaching, mentoring, and coaching theories

3.4 Digital and information literacy

- Confidence and proficiency in eLearning abilities, having become an active member of the programme's on-line community
- Use appropriate technology to search for and critically evaluate high quality information relevant to advanced practice

3.5 Active citizenship

- Assess patients/clients' needs, to diagnose, plan, and evaluate complete episodes of care for their specific patient/client group, applying new and existing knowledge and skills with therapeutic expertise and precision
- Critically appraise advanced nursing practice roles and synthesize arguments for service development based on current national and international political, professional, and economic influences
- Promote user and public involvement in service provision and evaluation
- Critically evaluate knowledge and understanding of ethical, social, and legal issues which may impact on the development of advanced nursing practice in a variety of contexts

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

The course is comprised of all level 7 modules:

3 compulsory modules equating to 60 credits for the PG Cert

3 compulsory modules plus 60 credits from the acceptable optional modules list, equate to 120 credits for the PG Diploma

5 compulsory modules plus 60 credits from the acceptable optional modules list, equate to 180 credits for the MSc.

Module Number	Module Title	Semester of delivery	Credits	Status	Award
P44011	Advanced History taking and assessment	1 or 2	20	Compulsory	PG Cert P44011, P44012, P44060
P44060	Dimensions of Advanced Nursing Practice	1	20	Compulsory	
P44012	Diagnostic Reasoning in Practice	2	20	Compulsory	
See alternative acceptable modules list					PG Dip P44011, P44012, P44060, plus 60 credits from the acceptable optional modules list
P44061	Applied Research Methods	2	10	Compulsory	MSc P44011, P44012, P44060, P44061, P44062, plus 60 credits from the acceptable optional modules list
P44062	Dissertation	1, 2, 3 supervision	50	Compulsory	

Students have a maximum period of 5 years to complete their MSc studies.

4.2 Professional requirements

N/A

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

The teaching, learning and assessment strategy of the programme reflects the 'Advanced Level Nursing: A Position Statement' (DoH 2010) four pillars / themes of advanced practice. Module learning outcomes and delivery focus on:

- patient centred direct nursing care
- professional nursing leadership and collaborative practice
- improving quality and developing nursing practice
- developing self and others

Each module has an appropriate division between structured and / or blended learning activities, and private study. Opportunities for sharing existing knowledge and experience, and developing new knowledge / understanding and skills, are maximised. In order to optimize students' contribution, from the range of knowledge, skills, and experience within the group, a variety of teaching and learning strategies will be employed, e.g. face to face and blended learning. This is to encourage development of critical self-awareness and personal literacy within the context of both academic and research literacy. The following outlines how the teaching and learning strategies link with the following post graduate attributes:

1. Academic Literacy
 2. Research Literacy
 3. Critical self-awareness and personal literacy
 4. Digital and information literacy
 5. Active citizenship
- Critical self-reflection is encouraged as a means of keeping a focus on the development of individual practice (1, 2, 3).
 - An opportunity to negotiate the specific details of some assessments to ensure that they are relevant to the development of individual's nursing practice, and service provision (1-5).
 - Tutorials are used to develop the student's focus on their nursing practice, and their own learning needs (1, 3).
 - Group activities (e.g. action learning groups, seminars, workshops, presentations) are used as a means of sharing knowledge, experience and skills, developing critical skills, and emphasising the interprofessional nature of health care (1-5).
 - Presentation skills are developed through student led seminars, presentations to peers, and elements of other assessments (1-4)
 - Academic essays are used as a means of showing evidence of developing critical analysis and/or reflective skills, knowledge and understanding, and experience of personal achievement; providing the tangible building blocks for life-long learning (1-5)
 - On-line learning via module Moodle sites (1-5)

The principles of Brookes Assessment Compact are demonstrated in this programme through:

- Emphasis on formative assessment and feedback Support in developing self-assessment skills
- Student input into the design of assessments and marking strategies
- Encouragement of students to identify learning opportunities in clinical practice

Students will be assessed in each of the modules they undertake. The types of assessments used within this programme are varied; including reflective essays, critical analysis of evidence based practice, a research / project proposal, practical assessments, and Objective Structure Clinical Examination (OSCEs) and a 'portfolio of evidence' should the student choose to complete the optional acceptable module in Non-medical Prescribing.

The assessment strategies are chosen because of their appropriateness regarding individual module learning outcomes, programme learning outcomes, the academic standard expected, and the different styles of learning that students' exhibit. Assessments are used as an opportunity for students to demonstrate knowledge, understanding, critical thinking, and reflective analysis required for nursing practice. The assessments also offer students a chance to experience a range of post graduate attributes that will prove valuable in their future career(s).

5.2 Assessment regulations

The programme conforms to the University Regulations:

<https://www.brookes.ac.uk/regulations/current/specific/b4/>

SECTION 6: ADMISSIONS

6.1 Entry criteria

- UK or overseas degree from a recognised institution or equivalent nursing professional or other qualification.
- Must be currently registered with the Nursing and Midwifery Council in the UK. Must have a minimum of three years post qualification / registration experience
- Be employed in clinical nursing practice, in the UK, in a role with consistent patient contact that facilitates development of knowledge and clinical skills to meet the programme learning outcomes.
- Have access to an appropriate clinical supervisor / mentor within practice Support of the line manager
- If English is not the first language, must have completed the British Council's IELTS achieving an overall score of level 7 or above, with no less than a score of level 6.5 in any section.

6.2 DBS checks

Students are required to have an up-to-date DBS check completed by their employer before applying to commence their studies at the university.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

Sources of help and advice available for students are:

- Once an applicant has been accepted onto the programme they can then access a Google web site that provides information on the induction process, library resources, introduction to Moodle (on-line resources), module outlines, and reading lists, etc.
- Induction programme - students are invited to attend sessions designed to introduce resources pertinent to Brookes learners, in Week 0 of each semester
- Module handbooks / Guides - are available on each module Moodle site, and students are provided with instructions about how to access them, either face-to-face or via on-line links
- Moodle – each module has an on-line site to facilitate learning and to allow two way communication between and with students via 'message boards'
- The Subject Coordinator, Academic Advisers, and module leaders are responsible for providing support for students during their programme of study
- A practice based Clinical Supervisor should be sought by the student to facilitate their support, learning, and development in clinical practice throughout their programme.
- Student support coordinators provide advice on using university services and pastoral care; contact details are available on all Moodle sites
- Programme administrator – should be accessed for queries about applications, enrolment or funding
- University central support services include: Upgrade (study skills development), Student Disability Services, Student Finance, Student Health and Dentistry, Counselling and Careers
- Support is provided by OBIS for IT/computer access issues
- Digital and learning technologists for advice and support in engaging with online learning activities

SECTION 8: GRADUATE EMPLOYABILITY

It is anticipated that students who complete this programme of study should be well-prepared to achieve career progression and / or function in an advanced nursing practice post within their area of expertise.

SECTION 9: LINKS WITH EMPLOYERS

A valuable element of the programme team is that each individual has a nursing background, and hold a joint post with both the university and a local NHS trust, or are research active, or undertake advanced practice within the local teaching hospital trust. The programme leader has regular contact with all NHS hospital trusts in the HETV geographical area.

All students studying on this programme have a requirement to be employed as a nurse in a relevant clinical setting and have their manager's support to undertake the programme. This ensures close links between the teaching team, employers, and students. NHS trusts that regularly support students to complete the programme are invited to programme development meetings and annual reviews to facilitate partnership working.

SECTION 10: QUALITY MANAGEMENT

Indicators of quality/methods for evaluating the quality of provision:

- The MSc/ PG Dip/ PG Cert Advanced Nursing Practice programme is validated by the university and is then subject to the annual quality monitoring processes.
- Internal quality practices are the agreed university processes and include student membership of programme committees, module evaluation, annual and periodic review.
- The programme is subject to scrutiny, and quality evaluated, by an External Examiner in accordance with university requirements. This ensures that standards are comparable to other institutions and that the assessment process is fair and consistently applied.
- All evaluation processes are jointly managed with relevant commissioners / trust education leads, students, and practice partners / clinical colleagues.