**MODULE SPECIFICATION**

**KEY FACTS**

<table>
<thead>
<tr>
<th>Module name</th>
<th>Critical Approaches to Advanced Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>APM001</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Adult Years</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
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</tbody>
</table>

**MODULE SUMMARY**

Module outline and aims

This module examines critical approaches to advanced practice across health and social contexts. Through a critical exploration of practice, political and service issues; the module aims to enhance confidence and capability to work at an advanced level within your discipline specific field of expertise. This means being able to measure, monitor and evaluate service led innovation; integrate contemporary health and social trends as a transformational leader. The aforementioned are central to advancing the health and social care experience, quality care delivery and service reform agendas.

Content outline

The following five aims comprise the module outline:

- Critically explore ethical practice and delivery across health and social care
- Consider collaborative practice innovations
- Examine evidence and implications for improving and sustaining quality practice developments
- Engage in personal development and transformational leadership potential
- Explore techniques and skills in teaching and learning

**WHAT WILL I BE EXPECTED TO ACHIEVE?**

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Identify and debate the impact of clinical practice expertise within your specific discipline e.g. autonomous practice
- Critically appraise evidence based knowledge
- Examine and critically explore leadership and transformational change management styles
- Examine and critically appraise ethical, theoretical, political, and psycho-social perspectives of contemporary care.
Skills:
- Provide evidence base for practice
- Demonstrate transparent leadership
- Apply critical expertise to maximise service user/carer experience and resource allocation
- Demonstrate a way of working that maximises learning in colleagues and service users

Values and attitudes:
- Develop precision and rigour in collecting and working with data
- Evaluate the context and the impact of your role in ethics
- Work collaboratively to enhance the health & social care environments

HOW WILL I LEARN?
This module will be shared across all disciplines working at an appropriate level of practice in health and social care. Sessions will be presented as critical creative experiences, facilitated by lecturers. The module will run within one term. Active learning principles (incorporating experiential, adult inquiry led learning) will dominate how this module is delivered. This approach is centred on the empowering and enabling of students to fully engage in the learning experience, bringing together their professional practice expertise, artistry and personal integrity, utilising and debating within a trans-disciplinary learning environment. Aspects of advanced level practice will be utilised to influence course content, as arising from students experience and learning requirements.

Teaching pattern:

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced practice</td>
<td>Active learning groups, Tutorials and seminars</td>
<td>21</td>
<td>129</td>
<td>0</td>
<td>150</td>
</tr>
</tbody>
</table>

Totals: 21 129 0 150
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

A critical discussion paper; presenting the research base for an area of your practice, and placing this in the context of your professional knowledge and service user preferences.

Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
</tr>
</thead>
<tbody>
<tr>
<td>literature review</td>
<td>assignment</td>
<td>100</td>
<td>50%</td>
<td>N/A</td>
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Assessment criteria

You will be provided with assessment criteria through Moodle.

Feedback on assessment

You will receive feedback on your assessment in line with the University Assessment and Feedback policy.

You are encouraged to engage in the readily available professional support from tutors and module leaders in preparation for their assignment. Written feedback on assessments will be provided within 3 weeks of submission.

Assessment Regulations

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

Indicative Reading List


Schon, D. (1999), The Reflective Practitioner. How Professionals think in action Avebury,
Appendix: see http://www.hesa.ac.uk/component/option,com_studrec/task_show_file/Itemid,233/mnl,12051/href,JACS3.html/ for the full list of JACS codes and descriptions

<table>
<thead>
<tr>
<th>HESA Cost Centre</th>
<th>Description</th>
<th>Price Group</th>
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<tbody>
<tr>
<td>103</td>
<td>Nursing and allied health professions</td>
<td>C2</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>JACS Code</th>
<th>Description</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B990</td>
<td>Subjects allied to medicine not defined elsewhere</td>
<td>n/a</td>
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