

ADVANCED PROFESSIONAL PRACTICE



WORLD - CLASS RESEARCH

Teaching Excellence Framework 2017

92% of our research from the School of Health Sciences was assessed as being world-leading or internationally excellent.

Research Excellence Framework 2014

UK TOP 15

The Times and Sunday Times 2017 and the Complete University Guide 2018

WORLD TOP 200

Times Higher Education World University Rankings 2017

INTRODUCTION



The Advanced Professional Practice programme welcomes applications from all healthcare professionals including nurses, midwives, pharmacists, paramedics and allied health professionals who are keen to progress their career to an advanced level of practice.

The programme has been designed to reflect professional, UK wide government and international benchmarks for advanced level practice for the health and social care workforce. The programme has also been designed to offer relevant modules and award appropriately for those seeking credentialing of their practice through assessment of their qualification, experience and competence by an external professional body. For example: RCN - Advanced Nurse Practitioner Model B: Master's degree in Advanced Practice (not accredited by the RCN) Royal College of Emergency Medicine - Advanced Clinical Practitioners in Emergency Medicine.

You will be supported in building your qualification around your advanced professional practice needs, across:

- Clinical
- Research
- Education
- Management/leadership

And the five principles of advanced practice:

- Autonomous practice
- Critical thinking
- High levels of decision making and problem solving
- Values-based care
- Improving practice

You can pursue your advanced practice professional development needs by choosing to follow either a Leadership or Clinical Pathway. You can build your academic qualification through accessing core modules and selecting optional modules appropriate to meeting the organisational requirements of your advanced practice trainee post or advance practice role.

Jacqueline Phipps, Programme Director

WHAT IS THE DIFFERENCE BETWEEN THE LEADERSHIP AND CLINICAL PATHWAY?



The leadership pathway will equip practitioners working in health and/or care settings to become better leaders in their day-to-day role, whether they have a formal leadership responsibility or not. It will help practitioners to develop exemplary leadership knowledge skills to deal with the complexity of managing and leading in practice, encourage behaviours that emphasise care for staff and commitment to improving quality of care and enhance the reputation of their employing organisation. This is an online learning only pathway.

The clinical pathway will equip practitioners working in a clinical setting to achieve an advanced level of clinical practice. It will help practitioners to develop exemplary knowledge and skills to manage complex clinical care in partnership with patients/service users and behaviours that emphasise care for staff and commitment to improving quality of care and the reputation of their employing organisation.



KEY ATTRIBUTES OF THE PROGRAMME

A flexible approach to study - you will benefit from innovative new teaching methods including interprofessional learning, studying alongside other health and care students.

Excellent employability - you will graduate with excellent career prospects, ready to advance your practice and that of others.

Career enhancing - you will gain the expertise you need to take your career to the highest level and meet the ever-changing challenges of modern practice.

Your own Personal Adviser - throughout your studies you will have the support of a named Personal Adviser to help and ensure you reach your potential on the course.

WHAT QUALIFICATION WILL I GET?

For UK students, exit awards for PG Certificate Advanced Professional Practice, PG Diploma Advanced Professional Practice and MSc Advanced Professional Practice are based on successful completion of the core, optional and restricted modules specified within each of the pathways.

International students studying full-time will exit with an MSc Advanced Professional Practice.

WHAT QUALIFICATIONS DO I NEED?

Our students would typically meet all the following criteria:

- A health or social care registration with a professional body
- Bachelor's degree or equivalent qualification

However, applications would be welcomed and considered from students who can demonstrate successful completion of one or more modules at Level 6 or Level 7 study.

All applicants will be expected to demonstrate on application:

- Recent experience of working in a professional role in a health, education or care setting
- Motivation and ability to study at Master's Level
- Motivation to lead and enhance quality health and care provision in practice

Applications will be reviewed on an individual basis by the Programme Director or Pathway Lead.

LEADERSHIP PATHWAY - ONLINE

PG Cert 60 credits			
		PG Dip 120 credits	
		MSc 180 credits	
Term 1 Sept - Dec	CORE - one of: Using Evidence to Lead and Advance Practice (20) Managing Yourself and Leading Others (20)	CORE - one of: Using Evidence to Lead and Advance Practice (20) Managing Yourself and Leading Others (20)	OPTIONAL MODULE
Term 2 Jan - March	CORE Creating a Culture for Innovation and Change (20)	CORE Transforming Services (40)	CORE PROJECT Service Improvement Project (40)
Term 3 April - July	OPTIONAL MODULE		

CLINICAL PATHWAY

PG Cert 60 credits			
		PG Dip 120 credits	
		MSc 180 credits	
Term 1 Sept - Dec	CORE - one of: Using Evidence to Lead and Advance Practice (20) Managing Yourself and Leading Others (20)	CORE - one of: Using Evidence to Lead and Advance Practice (20) Managing Yourself and Leading Others (20)	OPTIONAL MODULE
Term 2 Jan - March	OPTIONAL MODULE	OPTIONAL MODULE	CORE PROJECT Service Improvement Project (40)
Term 3 April - July	OPTIONAL MODULE	OPTIONAL MODULE	

OPTIONAL MODULES

Optional consists of both open and restricted modules:

Open modules:

- Advanced Communication (20 credits)
- Advancing Practice in Dementia Care (20 credits)
- Clinical Decision Making (20 credits)
- Foundations of End of Life Care (20 credits)
- Living with Long Term Conditions (20 credits)
- Minor Illness (20 credits)
- Minor Injury (20 credits)
- Paediatric Examination and Assessment (20 credits)
- Pathophysiology (20 credits)
- Professional Recognition Portfolio (20 credits)
- Working with Older People: Biopsychosocial Approaches (20 credits)

Restricted modules:*

- Acute and Critical Care (40 credits)
- Advanced Critical Care (20 credits)
- Advanced Stoma Care (20 credits)
- Diagnostic Interpretation (20 credits)
- Enhanced Clinical Assessment (20 credits)
- Independent and Supplementary Prescribing (40 credits)
- Newborn and Infant Physical Examination: Theory and Practice (40 credits)

**Available to students who meet the entry pre-requisites. Restricted modules are not open to international students as they require either UK healthcare professional registration or employment within a relevant area of practice.*



MODULE OUTLINES

MANAGING YOURSELF AND LEADING OTHERS - 20 CREDITS (CORE) (TERM 1) (ONLINE)

The aim of this module is to support you to develop a critical understanding of efficient and effective leadership in order to manage yourself and lead others. The overall objective of the module is to empower you to lead innovative change and organisational development through the fostering of a shared sense of leadership and responsibility for the success of the organisation and the development of quality services. You will learn about theories of leadership and skills needed for an advanced level of practice.

USING EVIDENCE TO LEAD AND ADVANCE PRACTICE - 20 CREDITS (CORE) (TERM 1) (ONLINE)

This module will introduce the concepts and skills of evidence-based practice. In doing so, it will explore and critically analyse core theories, policies and models that support and underpin evidence-based practice. You will be facilitated to turn clinical and leadership queries into advanced practice focused questions, from which you can search the evidence. You will be supported to determine effective strategies for identifying and communicating the need for change associated with national and international quality standards and findings from research. You will also be introduced to a range of quantitative and qualitative research data collection and data analysis methods. These can be used to measure the impact of change in terms of quality improvement and transformation at the point of care within your area and scope of advanced practice.

SERVICE IMPROVEMENT PROJECT - 40 CREDITS (CORE) (TERM 1 AND 2) (ONLINE 2019/20)

This module will equip you to negotiate and design a substantial service improvement project appropriate to your scope of advanced practice. The service improvement project will be outlined

in detail within a written project proposal and approved by the module lead and your manager within practice.

CREATING A CULTURE FOR INNOVATION AND CHANGE - 20 CREDITS (CORE LEADERSHIP) (TERM 2) (ONLINE)

The module will enable leaders to manage the business and resources (including people) to meet external targets and drivers by enhancing your understanding of the political, policy and business drivers impacting on the strategic operational management and leadership of your organisation and of healthcare per se. During this module you will develop:

- Critical appraisal skills for the evaluation of the political, social, technical, economic, organisational and professional environment and its impact on service delivery
- Innovative and creative approaches for effective problem solving and decision making skills for change
- Effective leadership strategies to influence the case for change

TRANSFORMING THE SERVICE - 40 CREDITS (CORE LEADERSHIP) (TERM 2) (ONLINE 2019/20)

This module will give you an opportunity to further develop a reflexive approach to leading and managing quality improvement at the point of care. Within this module you will learn:

- How to engage with staff, service users, carers and other agencies and disciplines to inform service review and development
- Creative approaches to problem solving and solution finding
- Approaches to motivating staff and promoting resilience
- Strategies for transformation and leading change
- Methods for evaluation of the impact of service transformation on patient safety and the quality of the patient experience
- Effective approaches for communicating the case for change and disseminating good practice



ACUTE AND CRITICAL CARE - 40 CREDITS (RESTRICTED) (TERM 2)

This module provides the experienced registered healthcare professional, working in an area of acute or critical care, with the in-depth theoretical knowledge and clinical skills to competently assess, plan, implement and evaluate the care of those in critical illness. You will develop a greater understanding of the importance of patient assessment, enhancing

your ability to perform as a competent and informed practitioner in acute and critical care. This module provides the essential content for the completion of the critical care competencies steps 1 and 2. In order to undertake this module, you must work in an area of acute or critical care in which you can achieve the module learning outcomes and be a registered healthcare professional with access to a medical mentor.

ADVANCED CRITICAL CARE - 20 CREDITS (RESTRICTED) (TERM 1)

Throughout this module you will develop advanced, evidence-based clinical and leadership skills in communication, assessment techniques, interpretation of patient data, responding to rapid changes in patient status, and working effectively with other members of the multi-disciplinary team. Specific advanced skills include renal replacement therapy, invasive haemodynamic monitoring and ventilation techniques. You'll learn through a series of lectures and work-based clinical experiences. Learning is assessed via achievement of the Step 3 National Critical Care Competencies in clinical practice and an end of module written examination. This module promotes the delivery of high quality, compassionate, person-centred care to patients and their loved ones.

Applicants must have completed either the Acute and Critical Care module (including Steps 1 and 2 of the National Critical Care Competency Framework, called the Critical Care module 2015/16) OR the previously offered Clinical Assessment and Intensive Care modules (no longer running) including Steps 1 and 2 of the National Critical Care Competency Framework. Applicants must be critical care practitioners working a minimum of 0.6 FTE in a critical care unit that provides care for level 2 and 3 patients (Intensive Care Society 2009) and have access to a qualified mentor with relevant clinical experience for the duration of the module.

ADVANCED COMMUNICATION - 20 CREDITS (OPEN) (TERM 3)

This module aims to explore and describe the theoretical background and frameworks underpinning this essential area of practice, whilst at the same time providing you with an opportunity to evaluate and develop your own communication skills further. Utilising a number of different teaching methods such as role-play, video examples, case studies and discussion, this module will enable you to consider in-depth some of the common communication challenges found in the work environment whilst at the same time developing strategies to manage these.

ADVANCED STOMA CARE - 40 CREDITS (RESTRICTED) (TERM 2 AND 3) (ONLINE)

This module aims to enable stoma care specialist nurses to build in-depth and extensive knowledge, understanding and skills. These skills can be applied to all aspects of your role through critical evaluation of, and reflection on, your own professional responsibilities, the context in which you practice and the diverse and complex needs of the patient population you serve. Varied and innovative teaching and learning methods aim to develop critical thinking, communication skills, problem-solving and decision-making that is appropriate and directly applied to an advanced level of stoma care nursing practice. The module will aim to advance your specialist stoma care practice across the four pillars of advanced practice (Clinical, Research, Education, Management/Leadership). It also aims to develop and apply the underpinning principles of advanced practice within your specialist role, namely autonomous practice, critical thinking, high levels of decision-making and problem-solving, values-based care and improving practice (NHS Education for Scotland, 2007).

Students undertaking the module will be required to work in a role in which they are expected to perform regular stoma site marking.



ADVANCING PRACTICE IN DEMENTIA CARE - 20 CREDITS (OPEN) (TERM 2) (ONLINE)

You will develop your skills and knowledge of health and social care practitioners working with people living with dementia across a wide range of community and inpatient settings. You will focus on improving your knowledge about and advancing practice in dementia, person-centred care and care interactions.

CHILD AND YOUNG PERSONS MENTAL HEALTH - 20 CREDITS (OPEN) (TERM 2)

This module will provide you with the underpinning knowledge of the aetiology, presentation and assessment, treatment options and prognosis of the most common child and young person's mental health disorders. It is aimed at practitioners/potential practitioners

working or aspiring to work at an advanced level with children/young persons. The approach is service user/family centric throughout.

CLINICAL DECISION MAKING - 20 CREDITS (OPEN) (TERM 3) (ONLINE)

This module aims to prepare you to be able to manage complex clinical conditions using scientific and contemporary clinical knowledge to underpin action, reflection and evaluation. You will learn how to practice safely and effectively, incorporating a systems approach to clinical examination skills. You will understand the principles of assessment, the process of diagnosis, differential diagnosis, red flags and appropriate planning of care. It will support you to develop your practice as an advanced clinical practitioner to enable you to manage complex clinical conditions using scientific and contemporary clinical knowledge that is evidence based.



DIAGNOSTIC INTERPRETATION - 20 CREDITS (RESTRICTED) (TERM 1)

This module will help you to develop and apply skills to recognise normal and abnormal appearances of diagnostic imaging, and have the ability to interpret laboratory investigations. By the end of the module you will be able to synthesise clinical information commonly seen in healthcare settings with radiographic appearances, enabling you to describe the radiographic appearances in a structured format and make sound clinical judgements.

This module is designed for health professionals who use diagnostic tests in their current role, including diagnostic and therapeutic radiographers, physiotherapists, nurses and advanced nurse practitioners. A Memorandum of Understanding is required for clinical practitioners commencing this module and they must be appropriately registered. Practitioners must have completed Ionising radiation (Medical Exposure) Regulations (IR(ME)R) training and should be working in an advanced practitioner role or working towards an advanced clinical practitioner role within a trust.

ENHANCED CLINICAL ASSESSMENT - 20 CREDITS (RESTRICTED) (TERM 3)

This module will help you to learn the clinical assessment and examination skills required

to develop a deeper understanding of clinical situations and practice as an advanced practitioner. The module fosters effective skills in decision making and critical analysis of rapidly changing situations. It promotes analysis of clinical judgements through reflective processes such as clinical supervision, and supports the philosophy of caring for patients as unique individuals.

Pre-requisite: The summative assessment for this module includes a written assignment and a practice assessment. Students must be able to access an appropriate clinical setting and a mentor or supervisor who will be able to assess the clinical skills to be signed off in the Practice Assessment Document.

ENHANCING TEACHING LEARNING AND ASSESSMENT IN CLINICAL EDUCATION - 20 CREDITS (LEADERSHIP) (TERM 1)

This module will introduce you to the underpinning educational theory and practice required to enhance your clinical education role, particularly as a clinical supervisor, mentor or practice educator. It recognises the uniqueness of learning in clinical and practice settings and the importance of the role of the educator in facilitating learning that occurs in the context of client care. You will develop skills and experience professional socialisation that cannot readily be acquired elsewhere. The overall aim is to provide

you with a body of knowledge and principles to facilitate teaching, learning and assessment in practice-based settings. This will enable you to work effectively with learners who will become the workforce of the future and will ultimately improve services. This module is relevant to all health and social care professionals who supervise/mentor students or other clinicians who teach in higher education, whether they are new to these roles or new to studying at Master's level. If you are a nursing or midwifery professional who is taking this module as a route to mentorship, you must have access to a pre-registration student on a recognised NMC programme in order to teach, supervise and assess the learner.

FOUNDATIONS OF END OF LIFE CARE - 20 CREDITS (OPEN) (TERM 2) (ONLINE 2019/20)

This module will provide you with the opportunity to explore this important and sometimes challenging area of practice, in a supportive environment that enables reflection on practice and development of knowledge and skills in end of life care. The module creates strong links between the students' area of practice and topics covered in the module.

INDEPENDENT AND SUPPLEMENTARY PRESCRIBING - 40 CREDITS (RESTRICTED) (TERM 2)

This module is based on the Standards for Proficiency for Nurse and Midwife Prescribers and leads to the V300: Independent and Supplementary Prescribing Qualification, which is a recordable qualification with the Nursing and Midwifery Council (NMC 2006). Within this module you will learn to utilise enhanced consultation skills to support your decision making based on sound history taking, consideration of complex differential diagnoses and development of an evidence-based and holistic management plan agreed with your patient to support adherence. You will gain a robust understanding of clinical pharmacology and application to prescribing practice to ensure patient safety and public protection. You will also learn about budgetary influences and your responsibilities as a prescriber in relation to cost-effectiveness. Other influences on

prescribing of medicines will include the legal and ethical considerations as well as local and national policy. On successful completion of this module you will be able to provide safe, effective and timely access to medicines in your field of practice.

NMC criteria: The registrant must have been qualified for a minimum of three years, the last year of which should have been in the field where they intend to practice. The need to prescribe must have been identified by the employer and a budget must be identified to enable the registrant to prescribe once qualified. A Medical Supervisor (Doctor) must also be identified who is able to offer 78 hours of supervision during the module. The employer should also ensure that the registrant has a current DBS clearance. Additionally, the registrant should demonstrate the ability to study at Level 6 (min). An educational audit may be required for private and independent organisations.

LONG TERM CONDITIONS - 20 CREDITS (OPEN) (TERM 2)

This module supports practitioners in promoting person-centred care for the patient with a long-term condition and their families/carers. It will enable you to understand the challenges and complexities of living with a long-term condition and the strategies and interventions used to support people to self-manage their illness. It will explore emerging models of service provision for the patient and provide opportunities for enhanced collaboration between services in the health and social care sectors, including primary, secondary and tertiary care. Central to this module is the significance of using evidence-based approaches to manage long-term conditions and to understand this in the context of contemporary health and social care practice. You'll be encouraged to reflect on your practice and continuously be an advocate for driving and improving service provision within your own area of practice.

MINOR ILLNESS - 20 CREDITS (OPEN) (TERM 2)

This module focuses on the assessment, treatment and management of minor illness and preventive lifestyle advice. It will enable

you to develop a range of skills that reflect an individualised, empowering and holistic approach to patient health assessment, care management and treatment in a more advanced and autonomous clinical role. You will be supported to develop further confidence in theory and evidence which can be embedded into your own practice. It is hoped the module will draw upon the participating students' experiences, ideas and networks in order to enhance the learning of peers.

MINOR INJURIES - 20 CREDITS (OPEN) (TERM 2)

Within this module you will learn the importance of good history taking including the mechanism of injury to support sound clinical reasoning relevant to the injury and recognise 'red flags'. You will learn to employ a range of assessment and examination strategies in a wide range of presenting conditions and negotiate evidence-based management with your patient. The module will enable you to provide safe, effective and timely management of minor injuries in primary and secondary care settings.

NEWBORN INFANT PHYSICAL EXAMINATION - 40 CREDITS (RESTRICTED) (TERM 2)

The purpose of this module is to prepare midwives and neonatal nurses to undertake the physical examination of the newborn within 72 hours of birth. The newborn examination complies with UK National Screening Committee Standards and Competencies (UK National Screening Committee 2016) and is overseen by Public Health England. The module has been developed in conjunction with Neonatologists, Paediatricians, Heads of Midwifery, Practice Development Midwives and current and previous students who have undertaken Newborn Infant Physical Examination (NIPE) modules. The module satisfies the need of local NHS Trusts to train staff in examination of the newborn, in keeping with the criteria set in the NIPESC (2016) and the National Institute for Health and Clinical Excellence Routine post-natal care of women and their babies guidelines (NICE 2006). This module is available for clinical practitioners who are appropriately registered, have access to examining newborns and infants and are able to demonstrate safe and effective assessment skills



and care planning under the supervision of an appropriately qualified NIPE mentor.

PAEDIATRIC EXAMINATION AND ASSESSMENT - 20 CREDITS (OPEN) (TERM 3)

Within this module you will gain the necessary skills and knowledge to assess children presenting to you who are acutely unwell and this module will enable you to recognise those with potential serious and life-threatening illness. 'Spotting the Sick Child' offers a useful framework for guiding principles and will offer you a useful platform by which to consolidate your learning. The use of the Paediatric Early Warning Score (PEWS) will be applied to detect

changes in the child's physiological status in the context of their vital signs eg pulse, respiratory rate, distress and level of consciousness. You will explore the use of PEWS in order to identify if a child's clinical condition is deteriorating and recognise this as an early indication that intervention may be required.

PATHOPHYSIOLOGY: A NATURE-NURTURE APPROACH - 20 CREDITS (OPEN) (TERM 2)

This module utilises the scientific knowledge base of the human genomic and proteomic projects to understand the basis of clinical knowledge. It provides a nature-nurture template to the understanding of a person's

position on the health/illness continuum. The template is used to deepen the practitioner's understanding of the principles of the healthcare process. The module aims to facilitate the development of a practitioner who: is critically aware of the limitations in providing 'holistic' care based upon contemporary scientific and clinical knowledge base; can articulate and provide written evidence which demonstrates the ability to appraise, critically, academic material/literature in an intelligent and original way; can synthesise ideas and demonstrate knowledge base, which explores the boundaries of current thinking and; can hypothesise future advances in healthcare.

PROFESSIONAL RECOGNITION PORTFOLIO - 20 CREDITS (OPEN) (TERM 1 AND 3) (ONLINE)

The aim of this module is to provide you with the means to develop a professional recognition portfolio that demonstrates your learning through a series of self assessments, reflections and case studies. The portfolio will be personal to your own Advanced Professional Practice Development. The work included within the portfolio should demonstrate your learning and development across the four pillars of advanced practice: Clinical, Research, Education, Management/Leadership. It should also demonstrate the underpinning principles of advanced practice: autonomous practice, critical thinking, high levels of decision making and problem solving, values-based care and improving practice.

WORKING WITH OLDER PEOPLE: BIOPSYCHOSOCIAL APPROACHES - 20 CREDITS (OPEN) (TERM 3) (ONLINE)

This module is about developing the skills and knowledge of health and social care practitioners working with older people across a wide range of community and inpatient settings. The focus is on helping you to improve your knowledge about, and advancing practice, in working with older people from biological, psychological and social perspectives.

HOW MUCH DOES THE COURSE COST?

For more information about fees and funding visit:

www.uea.ac.uk/hsc/pgt

A range of scholarships are also available. Details of these can be found at:

www.uea.ac.uk/study/postgraduate/scholarships



HOW DO I APPLY?

Apply online at www.uea.ac.uk/study/postgraduate/apply

If you have any questions about your application:

Email: admissions@uea.ac.uk

Telephone: +44 (0)1603 591515

Students for whom English is a foreign language:

We welcome applications from students whose first language is not English, or those whose degree was not taught in English. To ensure such students benefit fully from postgraduate study, we require evidence of proficiency in English. Our usual entry requirements are as follows:

IELTS: 6.5 (minimum 6.5 in all components). All scores must be less than two years old.

Please note some of the clinical pathway modules will have restricted entry requirements and therefore may not be available to all students. Please see our website for details about our admissions policy.

DISCLAIMER

Whilst the University will make every effort to offer the modules listed, changes may sometimes be made arising from the annual monitoring, review and update of modules and regular (five-yearly) review of course programmes. Where this activity leads to significant (but not minor) changes to programmes and their constituent modules, there will normally be prior consultation of students and others. It is also possible that the University may not be able to offer a module for reasons outside of its control, such as the illness of a member of staff or sabbatical leave. In some cases optional modules can have limited places available and so you may be asked to make additional module choices in the event you do not gain a place on your first choice. Where this is the case, the University will endeavour to inform students.

WANT TO GO FURTHER?

ENQUIRIES

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